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ABSTRACT

This report summarizes current statistical programs of the National Center for Education Statistics (NCES), including its major publications and plans for future work. In addition to updating the descriptions of long-standing data collections, such as the Common Core of Data, the Integrated Postsecondary Education Data System, and the National Assessment of Educational Progress, this edition focuses on some of the new and innovative work of the NCES, such as the Third International Mathematics and Science Study-Repeat and the Early Childhood Longitudinal Study-Kindergarten cohort. An introduction describes NCES data collection efforts. Information on NCES programs is grouped into these sections: (1) NCES Center-wide programs and services; (2) elementary and secondary education; (3) postsecondary and adult education; (4) educational assessment; (5) national longitudinal studies; (6) international statistics; (7) vocational education; (8) libraries; and (9) general publications of the NCES. (SLD)

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NCES 2001-038

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NATIONAL CENTER FOR EDUCATION STATISTICS

September 2001

Programs and Plans of the National Center for Education Statistics, 2001 Edition

Celestine Davis
Editor

U.S. Department of Education
Office of Educational Research and Improvement NCES 2001–038

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National Center for Education Statistics
Gary W. Phillips
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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

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September 2001

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COMMISSIONER'S STATEMENT

Congress has given the U.S. Department of Education's National Center for Education Statistics (NCES) the responsibility to collect and disseminate information on the condition of education in the United States and other countries, to analyze and report on the meaning and significance of these statistics, and to assist states and local education agencies in improving their own education statistics systems. To meet each of these obligations, the Center continually works with its "customers" in the education community to determine how it can best meet the demands for timely, useful information that maintains high statistical standards. The goal of NCES is to provide a balanced portfolio of products that reflect interest in data about new topics, while still recognizing the need for basic statistical information about educational institutions and trends.

This report summarizes current NCES statistical programs, including its major publications and plans for future work. In addition to updating the descriptions of long-standing data collections, such as the Common Core of Data (CCD), the Integrated Postsecondary Education Data System (IPEDS), and the National Assessment of Educational Progress (NAEP), this edition focuses on some of the new and innovative work of NCES, such as the Third International Mathematics and Science Study-Repeat (TIMSS-R) and the Early Childhood Longitudinal Study-Kindergarten cohort (ECLS-K).

NCES has increased the availability of our data sets on CD-ROM. Together with advanced software packages that allow users to customize their search requests, these new electronic data systems greatly facilitate users' access to statistics. In addition, most NCES reports and an increasing proportion of survey data are available from the NCES Web Site (*http://nces.ed.gov)*.

The NCES contact person for each study and activity is listed along with numbers where they can be reached. These staff members would be pleased to provide further information about NCES programs. NCES invites you to send comments on how to improve data collections and reports, as well as future editions of this publication.

Gary W. Phillips
Acting Commissioner, NCES

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Thomas D. Snyder, Program Director of the Annual Reports Program, oversaw the development of this publication. Marilyn M. McMillen was consulted for technical guidance and reviewed the entire report. Jeffrey Owings, Associate Commissioner for the Elementary/Secondary and Libraries Studies Division; Dennis Carroll, Associate Commissioner for the Postsecondary Studies Division; and Peggy Carr, Associate Commissioner for the Assessment Program, provided advice and guidance for the development of the report. Sindy McGill provided technical support in the formatting of this document. Survey staff cited throughout this document also reviewed the report.

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1. INTRODUCTION

The National Center for Education Statistics (NCES) collects statistics on the condition of education in the United States, analyzes and reports the meaning and significance of these statistics, and assists states, local education agencies, and postsecondary institutions in improving their statistical systems. NCES supports a wide range of activities, providing policy-relevant data on issues as diverse as enrollment trends, access of minorities to postsecondary education, the academic achievement of students, comparisons of the United States education system with education systems in other countries, and the effect of education on employment and economic productivity.

NCES programs are directed toward:

- maintaining and analyzing the following major cross-sectional databases: at the elementary/secondary level—the Common Core of Data (CCD), the Schools and Staffing Survey (SASS), and the Private School Survey; and at the postsecondary level—the Integrated Postsecondary Education Data System, the National Postsecondary Student Aid Study, the National Study of Postsecondary Faculty, and the Survey of Earned Doctorates Awarded in the United States. Together, these studies provide accurate, timely, and relevant data on the condition of American education, as well as how it has changed over time. In addition, NCES conducts a National Household Education Survey (NHES) covering various educational topics such as early childhood and adult education, program participation, education-related home activities, and parental involvement in education.
- conducting surveys and analyzing data from the NCES' Longitudinal Studies Programs: at the early childhood level—the Early Childhood Longitudinal Studies with birth and kindergarten cohorts; at the secondary school level—the National Longitudinal Study of 1972 (12th-grade cohort), the High School and Beyond Study of 1980 (10th- and 12th-grade cohorts), and the National Education Longitudinal Study of 1988 (8th-grade cohort); and at the postsecondary level—the Beginning Postsecondary Students Longitudinal Study and Baccalaureate and Beyond Longitudinal Study, which follow students attending or completing postsecondary institutions. These studies address a variety of important education issues from birth through postsecondary school, including differences in student achievement, effects of financial aid on access to postsecondary education, youth employment, high school dropouts, discipline and order in schools, and the quality of education in public and private schools.
- conducting the National Assessment of Educational Progress (NAEP), which assesses academic achievement in a number of domains, including reading, mathematics, writing, science, art, history, and geography. NAEP is administered every 2 years in grades 4, 8, and 12 at the national level, and at selected combinations of these grades and domains in states that choose to participate.
- participating in international surveys of educational achievement and programs to develop cross-national education data and indicators such as the Third International Mathematics and Science Study (TIMSS), the largest, most comprehensive international study of schools and students ever undertaken.

- administering targeted surveys through the Fast Response Survey System and the Postsecondary Education Quick Information System that provide data rapidly on current policy issues.
- collecting and reporting information on libraries through the Public Library Survey, the Academic Library Survey, the School Library Media Center Survey, and the State Library Survey.
- analyzing and reporting data on vocational education.
- synthesizing information from various surveys for NCES' annual publications: *Digest of Education Statistics, The Condition of Education,* and *Projections of Education Statistics.*

Each chapter in this publication contains a brief introduction; a section on data uses; summaries of the various programs and plans; a list of selected publications, tabulations, and data files; an NCES contact person; and a data collection calendar for that group of programs.

What Kind of Data Does NCES Collect?

NCES collects statistical data on all levels of education from preprimary education through graduate study, including adult education. The surveys address a full range of education issues including: student access, participation, and progress; achievement and attainment of students; organization and management of education institutions; curriculum, climate, and diversity of educational institutions; and financial and human resources of institutions; as well as economic and other outcomes of education. NCES surveys involve a broad spectrum of people and institutions involved in education.

The following examples of topics illustrate the scope of NCES' data collection and analysis activities:

- Adults are asked about their participation in adult education and other learning activities.
- Parents are surveyed about their participation in their children's education.
- Teachers are asked to report information about their classes.
- Student dropout rates and achievement are measured.
- Staffing ratios of public schools are compiled.
- Comprehensive finance data are collected.
- Student participation rates in financial aid programs are gathered.
- Institutions indicate program offerings.
- Libraries report information on usage.

NCES' data and tabulations are made available at various levels of aggregation, ranging from the institutional to the national level (see table 1). The availability of data at a particular level of education is based on a variety of factors, including survey design and protection of confidential data. The level of aggregation of the data may affect how the data are available, whether in printed copy or

only electronically. The aggregation of data required for a particular use can be an important determinant in the selection of the most appropriate survey database. Those who are interested in national-level public school enrollments have a variety of possible sources of information, while those needing enrollments for specific schools have one source. Some sample surveys, such as the NHES, are limited to national-level estimates because of the design of the survey. Data from other surveys, such as the CCD, are published as state-level summaries and district tabulations for large districts. In addition, CCD data files contain school- and school district-level records. Detailed data for individual schools, school districts, and colleges generally are made available only through electronic means because of the volume of the data. Table 1 summarizes the levels at which NCES data are available, either in printed or electronic format.

Who Uses NCES Statistics?

NCES, along with other offices of the Office of Educational Research and Improvement, has developed an information program that provides users of education statistics with access to a wide range of data. Statistical information is provided in printed and electronic formats, from the Internet, the National Library of Education, and ED Pubs.

Education statistics are used for a variety of purposes from research to policy formation. Congress uses data to study education issues, to plan federal education programs, to apportion federal funds among the states, and to serve the needs of constituents. Federal agencies (such as the U.S. Departments of Defense, Labor, and Commerce, and the National Science Foundation) are concerned with the supply of trained manpower coming out of schools and colleges, and also with the subjects that are being taught. State and local officials confront problems of staffing and financing public education. They use NCES statistics in all aspects of policy development and program administration. Educational organizations, such as the American Council on Education, the National Education Association, and the American Federation of Teachers, use the data for planning, policy development, and research. The news media (such as national television networks, national news magazines, and many of the nation's leading daily newspapers) frequently use NCES statistics to inform the public about such matters as student achievement, school expenditures per student, and international comparisons. Business organizations use trend data on enrollments and expenditures to forecast the demand for their products. The general public uses education statistics to become more knowledgeable and to make informed decisions about current educational issues.

Table 1.—NCES Survey Data Available by Level of Education

Data about:	Schools/institutions	School districts	States	Nation
		Elementary/secondary		
Students	CCD, PSS	CCD, SDDB	CCD, SDDB	CCD, NLS–72, HS&B, NELS:88, PSS, TIMSS–R, NAEP, ECLS-K, FRSS, SDDB, NHES, HSTS, PIRLS, CPS
Teachers/staff	CCD, PSS	CCD	CCD, NAEP, SASS, PSS	CCD, SASS, NAEP, PSS HS&B, NELS:88, ECLS-K, TIMSS–R, FRSS, B&B
Public schools	CCD	CCD	CCD, SASS	NAEP, TIMSS–R, FRSS, CCD, SASS, HS&B, NELS:88, ECLS-K, SSOCS
Public agency finances			CCD	CCD
School libraries			SASS	SASS
Assessment			NAEP	NAEP, NLS–72, HS&B, NELS:88, TIMSS–R, PIRLS, ECLS-K
Private schools	PSS		PSS	PSS, SASS, FRSS, NELS:88, ECLS-K, HS&B, NLS–72
		Postsecondary		
Students	IPEDS	IPEDS	IPEDS	NPSAS, IPEDS, BPS, B&B, NLS–72, HS&B, NELS:88, NHES, CPS, PEQIS
Faculty/staff	IPEDS	IPEDS	IPEDS	IPEDS, NSOPF, PEQIS
Institutions	IPEDS	IPEDS	IPEDS	IPEDS, PEQIS, NPSAS
Finances	IPEDS	IPEDS	IPEDS	IPEDS
Student aid				NPSAS, BPS, B&B

Table 1.—NCES Survey Data Available By Level of Education—Continued

Data about:	Schools/institutions	School districts	States	Nation
		Postsecondary—continued		
Completions	IPEDS	IPEDS	IPEDS	IPEDS, BPS, B&B, NLS–72, HS&B, NELS:88, SED, CPS
		Lifelong learning		
Adult education				NHES, NAALS, IALS, B&B, CPS, NELS:88, HS&B, NLS–72
Libraries	ALS	ALS	ALS, PLS, STLA	ALS, PLS, STLA, NHES, FRSS
Households		SDDB	SDDB	SDDB, NHES, NELS:88, NAALS, IALS, HS&B, CPS

The data in table 1 are derived from the following sources:

ALS: Academic Libraries Survey

B&B: Baccalaureate and Beyond Longitudinal Study

BPS: Beginning Postsecondary Students Longitudinal Study

CCD: Common Core of Data

CPS: Current Population Survey

CivEd: Civic Education Study

ECLS-K: Early Childhood Longitudinal Survey-Kindergarten

FRSS: Fast Response Survey System

HS&B: High School and Beyond

HSTS: High School Transcript Studies

IALS: International Adult Literacy Survey

IPEDS: Integrated Postsecondary Education Data System

NAEP: National Assessment of Educational Progress

NAALS: National Assessment of Adult Literacy Survey

NELS:88: National Education Longitudinal Study of 1988

NHES: National Household Education Survey

NLS–72: National Longitudinal Study of the High School Class of 1972

NPSAS: National Postsecondary Student Aid Study

NSOPF: National Study of Postsecondary Faculty

PEQIS: Postsecondary Education Quick Information System

PIRLS: Progress in International Reading Literacy Study

PLS: Public Libraries Survey

PSS: Private School Survey

SASS: Schools and Staffing Survey

SDDB: School District Data Book

SSOCS: School Survey on Crime and Safety

SED: Survey of Earned Doctorates

TIMSS–R: Third International Mathematics and Science Study–Repeat

How to Access NCES Data

The traditional method of obtaining government statistics is through the use of publications. Indeed, to meet the demand for statistical information, NCES issues over 100 documents each year in print and electronic form. These documents include early releases, bulletins, statistical reports, directories, and handbooks of standard terminology. While many of these publications report the findings of specific surveys, three publications cover the field of education statistics from a wide perspective: the *Digest of Education Statistics* (*http://nces.ed.gov/pubs/digest00ndex.html*), *Projections of Education Statistics* (*http://nces.ed.gov/pubs2000/projections*), and *The Condition of Education* (*http://nces.ed.gov/pubs20/condition2000/index.html*). More detailed descriptions of these publications appear in chapter 10.

The National Library of Education (*http://www.ed.gov/nle/*) provides education statistics and research findings in response to more than 50,000 letters, telephone calls, personal visits, and other communications each year. About 3 persent of these inquiries come from members of Congress and congressional committees; 15 percent comes from government agencies, including federal, state, and local governments; 24 percent comes from educational institutions and organizations; 22 percent comes from the news media; 25 percent comes from business firms and a variety of other private organizations; and 11 percent comes from the general public, including parents, teachers, students, and concerned citizens. These inquiries range from simple requests for specific information to more detailed questions that may require analyses or reports. The information specialists in the National Library of Education have a detailed knowledge of NCES data, as well as related statistics from the Bureau of the Census, Bureau of Labor Statistics, Bureau of Economic Analysis, and a variety of other public and private agencies (*http://www.fedstats.gov*). In addition to providing answers or referrals, the National Library of Education staff members can provide assistance in ordering any of the Office of Educational Research and Improvement publications, as well as providing referrals regarding materials in electronic format or locating information on the NCES (*http://nces.ed.gov*) or U.S. Department of Education (*http://www.ed.gov*) Web Sites.

For additional information on education research, contact:

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National Education Data Resource Center

The National Education Data Resource Center (NEDRC) is a service that NCES makes available to the public to broaden access to NCES data and information from its surveys. This service is intended to provide education information and data to those who cannot take advantage of the available NCES computer products.

The NEDRC staff will conduct special analysis on NCES data sets to provide tables and related information that may be needed by teachers, researchers, policymakers, and others who need access to education-related data, not available through published reports. The NEDRC services are provided at no charge. The best results from the NEDRC services are provided when questions are well defined and yield tables. Those requiring more extensive research and in-depth analysis are best served by accessing the NCES data sets directly through the NCES Web Site (*http://nces.ed.gov/pubsearch/onlinedata.asp*) or by accessing the data on CD-ROM.

The following NCES data sets are accessible through the NEDRC service:

- Baccalaureate and Beyond (B&B);
- Beginning Postsecondary Students (BPS);
- Common Core of Data (CCD);
- High School and Beyond (HS&B);
- Integrated Postsecondary Education Data System (IPEDS);
- Academic Library Survey (ALS);
- Public Library Survey (PLS);
- School Library Media Centers (SLMC);
- State Library Agencies Survey (SLA);
- National Education Longitudinal Study of 1988 (NELS:88);
- National Longitudinal Study of 1972 (NLS–72);

- National Postsecondary Student Aid Study (NPSAS);
- National Study of Postsecondary Faculty (NSOPF);
- Private School Universe Survey (PSS);
- Recent College Graduates Study (RCG); and
- Schools and Staffing Survey (SASS).

More detailed information about these data sets can be obtained from the respective sections of this publication or at the NCES Web Site (*http://nces.ed.gov/surveys).*

How to Submit a Request to NEDRC

When making a request, please include the following information:

- name and title;
- organization;
- telephone and fax number;
- e-mail address;
- organization mailing address;
- name and year of the data set from which information is to be obtained (e.g., the 1990 wave of NELS:88);
- specific survey component from which information is to be obtained (e.g., NELS:88 Parent Questionnaire);
- variables to be analyzed;
- populations of interest (e.g., public school teachers with 1 year of experience);
- type of statistical analysis to be performed (e.g., cross tabulations); and
- requested medium of final product (e.g., diskette, hard copy, e-mail).

All requests must be submitted in writing. Requests for data analysis can be submitted to the NEDRC in three ways:

- E-mail: nedrc@pcci.com
- Mail:

  National Education Data Resource Center
  c/o Pinkerton Computer Consultants, Inc.
  1900 N. Beauregard Street
  Suite 200
  Alexandria, VA 22311–1722
- Telephone: (703) 845–3151; FAX: (703) 820–7465.

Please call if you would like to ask a question about data availability before you submit your written request.

For more information on NEDRC, contact:

Carl Schmitt
Elementary/Secondary and Libraries Studies Division
Elementary/Secondary Co-operative System and Institutional Studies Program
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006
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2. NCES Center wide Programs and Services

In order to fulfill the National Center for Education Statistics (NCES) mission, "...to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations...," NCES strives to develop high-quality, customer-driven products that are readily available to all education stakeholders.

NCES is engaged in a set of agency wide activities that are intended to help attain these goals. First, with respect to high quality, the reputation of NCES as a statistical agency is dependent on the integrity and the relevance of the information it produces. Second, with respect to customer-driven products, the value of NCES to the education community is contingent upon a full understanding of the data needs and interests of our customers. Third, with respect to availability, the success of NCES in making as much information available as possible hinges upon the effective use of technological advances.

Statistics

Standards and Technical Review

The NCES set of statistical standards provide the guiding principles for data collection, analysis, and reporting of education data. NCES' staff and contractors use these standards in an ongoing effort to ensure the development of high-quality education data. From study design to final analysis, NCES products are subjected to a rigorous technical review process that involves statistical and subject-matter experts from NCES and the broader education community.

During study design and data collection, NCES uses a combination of internal work groups, external technical review groups, and contractors to design and collect data to meet the needs of the education community. Data collection and processing frequently involve the collaboration of NCES staff and several contractors configured in a manner designed to ensure checks and balances on quality control. Analyses are conducted only after analysis plans are developed and reviewed. Finally, the report review process usually involves a series of reviews by subject-matter and technical colleagues, culminating in a formal review by a combination of internal and external reviewers.

NCES continually strives to increase the efficiency of the full review process, while at the same time maintaining high standards. At the present time, work is under way to identify emerging issues and to update the 1992 statistical standards that are currently in use. Over the past several years, NCES has also participated in an agency wide effort to evaluate existing quality control procedures and to develop and implement new ones.

Quality Control

In the fall of 1996, the Commissioner convened the Task Force on Quality Systems to study NCES quality control procedures, with the goal of identifying ways to improve the current procedures. The first phase of this task force included a review of current procedures and resulted in

a set of 9 findings and 20 recommendations. These findings and recommendations focused on five areas: spread existing skills within NCES, improve documentation and communication, improve uses of computer systems for checking key results, improve the review process, and improve contract procedures.

NCES is using Quality Improvement Teams to develop action plans for the recommendations. A number of projects are under way. For example, NCES guidelines for tabular presentations are being updated, and a report that documents analytic techniques applied in NCES' publications is in development. In addition, checklists are being drafted that will promote improved communications between analysts and programmers to increase consistency in the review of electronic data products and to document table production.

Methodology

In an effort to document NCES data collection procedures, the Statistical Standards Program is sponsoring and monitoring the development of a handbook of NCES data collections. The handbook will document key aspects of the design, collection, and processing of NCES surveys. A related report that summarizes the imputation procedures in NCES data collections is also under development. In a complementary project, the Statistical Standards Program conducted a review of the response rates in each NCES data collection. The results of this review will also be published in an NCES report.

Periodically, statistical questions emerge that break new ground for NCES. The Statistical Standards Program consults and advises in these situations, and in some instances a panel of experts is used to consult on or review specific problems. Recent examples of this process include reviews of the issues surrounding the inclusion of students with limited English proficiency and students with disabilities in the National Assessment of Educational Progress (NAEP); of the response probability decision rules that are applied in NCES assessments; and of the NCES policies and procedures for analyzing data with low response rates.

Research

The Statistical Standards Program initiated research in two areas. The Education Statistics Services Institute is working on a project on total survey error for NCES data collection. Westat is conducting a research project on variance computation for imputed data. And, in a collaborative project with faculty at the University of Michigan, NCES staff will examine methodological and analytic issues involved in using longitudinal data.

Confidentiality

Much of the data that NCES collects are provided by individual respondents—students, parents, teachers, and administrators. NCES is required by law to develop and enforce standards designed to protect the confidentiality of individuals. This requirement covers the collection, reporting, and publication of data. The Statistical Standards Program has two major functions in this area. First, the program leads the Disclosure Review Board Team comprised of members from each NCES division,

representatives of the Statistical Standards Program, and a representative from the Census Bureau. This team reviews disclosure risk analyses that are conducted on NCES data files to ensure that data released for public use do not place the identity of any individual respondents in jeopardy.

The second major activity in this area is to approve and monitor restricted-use data licenses. (Similar restricted-use data licenses, a concept pioneered by NCES, are now being used in other federal statistical agencies.) These licenses provide external researchers access to potentially individually identifiable NCES data covered under federal statutes and regulations by subjecting authorized users to the laws, regulations, and penalties that apply to the NCES use of confidential data. Under the license agreement, authorized users are subject to unannounced inspection visits. The Statistical Standards Program monitors the licensing process and the inspections.

Based on an analysis of inspection reports, program staff developed a set of recommendations for improved quality control and increased customer service. As a result, annual reminder letters are being used to update information on licensees and authorized users. In addition, an automated system is being developed for the field inspections. This will facilitate immediate corrections of potential security problems and will allow NCES' staff to monitor licensees more effectively.

For more information on the NCES Statistical Standards Program, contact:

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Customer Service

NCES is committed to providing a range of customer-driven products that are tailored to the needs of different members of the education community. In an effort to meet this goal, data are made available in a variety of formats—from published statistical compendia and online data almanacs, to microdata files for secondary analysis. NCES reports range from detailed technical, methodological, and analytic reports that provide an in-depth analysis of a particular topic or issue to Statistical Briefs and Issue Briefs that provide a short focused analysis of a specific topic. In continuing the effort to make NCES statistics available to a broad audience, NCES launched the *NCES Education Statistics Quarterly*, a periodical that includes findings from all NCES reports on a quarterly basis. All NCES publications are available online at the NCES Web Site (*http://nces.ed.gov*). NCES also continues to explore new and innovative ways to use the World Wide Web to make education information available to as many data users as possible. (For more information, please see subsequent NCES "Technology" and "World Wide Web" descriptions in this chapter.)

Customer Service Survey

The NCES Commissioner established a Customer Service Team to ensure that sufficient effort is devoted to the continual monitoring of our customers' information needs. As a part of an ongoing effort to better understand the data needs and interests of the education community, this team conducts a biennial customer service survey. The purpose of the survey is to assess customer satisfaction with NCES products and services, and to identify areas that need improvement. The last customer survey was conducted in 1999. The survey's respondents do not include all of NCES' customers; instead, the survey focuses on specific customer groups. The 1999 survey targeted several large groups of current and potential users: federal, state, and local policymakers; academic researchers; and journalists.

The response rate to the 1999 survey was 79 percent. The survey results indicate strong satisfaction with NCES and its products. However, awareness of NCES varies considerably between respondent groups and products. NCES' customers use data for many purposes. Three main uses cited in the survey were general information, research and analysis, and planning. The data also suggested that the more experienced the user, the higher the level of satisfaction. The survey also indicated less satisfaction with the timeliness of NCES publications and data files, and the need for NCES to increase awareness of agency products and services. These are areas that NCES managers are seeking to improve.

Outreach Partnerships

In an effort to improve dissemination and increase the use of NCES' education statistics, NCES has developed "partnerships" with external organizations whose members are either interested in education data or could become potential users. With NCES acting as a data "broker," these new collaborative relationships provide an excellent means for expanding the NCES customer base and learning more about the needs of specific data users. And by making use of existing communication channels in other organizations, NCES is also able to make contact with potential customers.

Collaborative activities include providing information on NCES products in association newsletters and online services; developing links to Web Sites; providing training on NCES databases and other activities; developing individual workshops for specific data users; and identifying and assessing data needs. This two-way interaction with outside networks increases the utility of NCES products and services by more accurately reflecting the needs of various constituencies.

Practitioner's Web Page

Through focus groups and customer surveys, NCES has determined that local education practitioners (e.g., educators, administrators, counselors, librarians, and parents) are not adequately aware of NCES products and services. As a result, NCES developed a Web page targeted to the data needs of these groups. This new online service, called "The K–12 Practitioners' Circle" *(http://nces.ed.gov/practitioners)*, presents education data in a user-friendly manner and links to a wide range of NCES publications and other relevant resources. In addition to alerting users to NCES findings on both continuing and emerging education issues, it provides information on relevant

research studies and other practical resource materials that local practitioners would find useful. The new Web page will be updated regularly to respond to pressing education issues, and NCES will be encouraging feedback from its users.

Training

One way of ensuring that NCES' staff members maintain state-of-the-art skills is through in-house-training seminars on new and emerging statistical techniques and practices. The NCES training program director plans and coordinates these seminars on an as-needed basis. For example, over the past few years, seminars have been held on such topics as variance estimation; imputation of missing data; statistical significance testing; multiple regression analysis; logistic regression analysis; path analysis; hierarchical linear modeling; and special software, such as SUDAAN and Wesvar PC-computer programs, for handling survey data from complex sample designs. The seminars also cover such topics as contract management and emerging educational priorities, issues, and policies. Although these seminars are tailored to the needs of NCES' staff, they are open to the general public. Any interested staff members from other government agencies, professional associations, private companies, or other organizations may attend.

NCES also offers training seminars for external data users to promote and facilitate the effective use of NCES databases, such as the Early Childhood Longitudinal Study-Kindergarten Cohort, the National Education Longitudinal Study of 1988, the National Household Education Survey , the Schools and Staffing Survey, the Third International Mathematics and Science Study, NAEP, the National Postsecondary Student Aid Study, the National Study of Postsecondary Faculty, and the Integrated Postsecondary Education Data System (IPEDS). These data users include faculty members and graduate students in higher education institutions, as well as researchers and data analysts at state and local education agencies, professional associations, and other federal agencies. Seminars are usually offered each summer and are about 4 to 5 days long. During these seminars, participants learn how to access and analyze NCES data. Participants also review certain statistical topics such as sample design, variance estimation, imputation, and sampling weights. To participate in these seminars, browse the NCES Web Site (*http://nces.ed.gov/conferences*) for seminar announcements and specifications for applying.

Instructors for both in-house and external-data-users seminars are usually NCES' staff members who have extensive knowledge and experience in the given subject matter. Sometimes nationally known experts in pertinent fields are invited to give lectures.

An announcement for each seminar will be posted on the NCES Web Site *(http://nces.ed.govconferences).*

For more information on the NCES Customer Service Program, contact:

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Technology

NCES uses technological advances to make programs and internal activities more efficient and effective. Advances in technology are also helping to position NCES for future operations and new methods of data collection, analysis, and dissemination.

Programs and individual projects are designed to be consistent with an overall vision of expanding access to NCES data. Eventually, computer and telecommunications technologies will enable all members of the educational community—learners, parents, teachers, and administrators, as well as observers and policymakers—to come directly to NCES for information. Technology tools developed by NCES will help reduce the burdens of data collection, enhance accuracy and timeliness of analysis, and increase the ease of access to education statistics.

A variety of plans are being implemented to fully incorporate current and emerging technologies into the NCES working environment, and to provide both internal and external customers with timely education statistics in useful formats. Internal activities include acquiring and supporting up-to-date desktop hardware and software to facilitate statistical analyses, developing integrated software solutions for program management, and leveraging local- and wide-area network resources to share information.

NCES currently provides access to its databases through a variety of mechanisms. These include the dissemination of data via diskettes and CD-ROMs, or through the NCES Web Site. However, developments in Web-related software and data warehousing provide new opportunities to broaden and strengthen NCES' data offerings. A new initiative has been undertaken to construct a data warehouse that will ultimately contain most NCES databases.

Several developments will enhance the utility of the Web Site by speeding the access time and expanding the material available. Planned improvements in indices, subject categorizations, and database search utilities will improve the ability of users to get answers to questions. Software now being developed will also allow users to conduct online analyses with the Common Core of Data (elementary/secondary) (CCD) and IPEDS databases.

Current activities to enhance electronic access to NCES data include:

- dissemination of products and services via the Internet and World Wide Web;
- improved data administration and development of a data warehouse resource;
- development and support of improved CD-ROM products for NCES databases;
- fostering increased capabilities of data suppliers and users to submit and retrieve NCES data electronically through the Internet; and
- expanding customer options for retrieving timely education data.

World Wide Web

An important component of the NCES Technology Program is the NCES Web Site *(http://nces.ed.gov)*. NCES constituents with access to the Internet can also tap a rich collection of

education-related information at the U.S. Department of Education's World Wide Web Site *(http://www.ed.gov)*. Other data sets too large for Web access and restricted-use survey data sets are made available on CD-ROMs direct from NCES.

The NCES Web Site is its largest and most visible dissemination platform. Since the site's inception in May 1996, it has grown to nearly 30,000 pages. Current usage statistics indicate that approximately 700,000 user sessions and almost 2,700,000 page views take place on a monthly basis.

NCES has a full-time Webmaster and a Web team consisting of liaisons from all divisions and the Commissioner's office. The Web Site has become the primary mode of communication for NCES and its varied constituencies.

Features of the NCES Web Site include:

- a complete catalog (over 1,700 products) of NCES publications and data products—the catalog allows a customized search by title, author, subject, survey or program area, and other criteria *(http://nces.ed.gov/pubsearch)*;
- product information pages containing brief abstracts, links to accessible formats of the desired products, ordering information, and other useful information;
- a searchable staff directory, by subject or topic specialty or name;
- the Student's Classroom, for our school-age visitors, with a "find your school" feature, quizzes, games, an easy-to-use graphing function, and many more activities;
- daily "Did You Know" education facts;
- statistical tables and education indicators for quick answers to questions;
- the most recent data sets for downloading and analysis;
- descriptions of NCES programs, including separate Web pages for all surveys and program areas;
- a national global education locator that allows searches for public schools, school districts, private schools, public libraries, and postsecondary institutions (see example below); and
- a "Newsflash" subscription service *(http://nces.ed.gov/newsflash)* about breaking NCES news.

One example of search capabilities available through the site is the NCES National Public School Locator *(http://nces.ed.gov/ccdweb/school)*. This feature allows customers to locate a school based on name, location, state, or other similar variables. The National Public School Locator includes statistics on individual school characteristics, such as teacher counts, number of students, student/teacher ratio, and school membership by race/ethnicity. Another popular search tool is College Opportunities Online *(http://nces.ed.gov/ipeds/cool/)*. This is an extensive searchable database of up-to-date information on over 9,000 U.S. colleges, universities, and technical institutions. Information includes attendance charges and programs offered. The NCES Web Site also provides a direct link to the extensive collection of education-related materials at the Department's Web Site that includes:

- information on the President's and Secretary's education priorities;
- Department's press releases;

- descriptions of the Department's programs;
- searchable Department staff directory;
- searchable bibliographic database of over 20,000 education-related studies;
- funding opportunities;
- event calendars;
- directories of effective programs;
- directory of education-related information centers;
- research findings and syntheses;
- publications for teachers, parents, and researchers; and
- pointers to public Internet resources at Research and Development Centers, Regional Laboratories, ERIC Clearinghouses, and other Department-funded institutions.

Some of the future plans for the NCES Web Site include enhancing its utility by speeding the access time, expanding the material available, and by allowing more interactive capabilities within NCES databases. Planned improvements in indices, subject categorizations, and database search utilities will improve the ability of users to get answers to a range of questions more quickly.

For more information on the NCES World Wide Web Site, contact:

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Online Internet Survey Operations

NCES initiated electronic data submissions in universe collections in the mid-1990s. NCES is currently piloting the collection of sample survey data from individual respondents over the Internet. This effort involves breaking new territory in education data collection in the application of data encryption methods necessary for the protection of confidential data.

As NCES surveys are periodically redesigned, the Technology Program will utilize the Internet to provide a comprehensive online environment for the collection, editing, tabulation, and publication of survey data. The first survey to be redesigned in this manner is IPEDS. The first online collection for IPEDS was conducted in summer 1999. An online collection and processing environment will allow NCES to increase timeliness and quality of data, while minimizing the reporting burden placed upon our respondents. Online Internet survey operations will also provide uniformity and consistency across NCES surveys as well as a solid foundation to support the NCES data warehousing initiative.

NCES Data Warehouse

The concept of providing an integrated collection of related data from multiple sources in order to respond to complex inquiries has been around for some time. Data warehouses are the next logical step in the expansion of automated information systems. These warehouses include more data and enable more powerful and flexible analysis. With education statistics, analyses have often been constructed with specific survey data. Cross-survey or time-trend analyses frequently required long and expensive data massaging and custom analysis. A data warehouse of education information will provide a rich, yet convenient resource for in-depth research. It will also provide a mechanism to respond to simple, but specific queries, such as: 'How do enrollment changes in my school district compare with those in other similar districts in another state?'

The objective is to build a new education information source within the Web Site that will eventually provide integrated access to survey and linked survey data, metadata, survey instruments and documentation, and ultimately reports and other published analysis. The warehouse will be distinguished from existing NCES products in three respects: it will be exclusively Internet based; it will contain a growing repository of linked data from different surveys; and it will feature tools that will enable customers to easily find, extract, and analyze NCES data directly. The NCES data warehouse will be designed to expand and improve as more data are uploaded and Internet tools become more powerful. From a customer perspective, the major benefit of the data warehouse will be more extensive Internet access to NCES survey data and documentation.

Technology Research

In addition to incorporating current technologies into its programs and operations, NCES helps sponsor a broad agenda to extend technological capabilities. This is a complementary effort in support of the National Science Foundation's "Digital Government Initiative."

NCES is currently working on three research topics:

- the use of advanced database technologies to support statistical functions, such as standard error calculations for complex sample survey data;
- the development of clustered index algorithms for spatial databases; and
- the development of statistical analysis techniques for time-event indexed video databases.

For more information on the NCES Technology Program, contact:

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NCES Data Archive

NCES sponsors the International Archive of Education Data at the Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan, to archive NCES' databases. This archive includes a vast range of national and international data on education collected primarily by NCES from the 1960s to the present. These databases are available at no charge in ASCII flat file format that can be used with statistical processing software such as SAS and SPSS.

The goal of the archive is to share information about education with researchers, academics, policymakers, service providers, and other customers. NCES currently maintains over 500 national data collections relating to education. The data are collected from elementary and secondary schools, colleges, and universities, as well as from elementary, secondary, and postsecondary students and teachers. Each data collection contains an abstract, codebook, and one or more data files for research use. No statistical tables or printed reports are included. This archive makes this wealth of data publicly available and readily accessible. Additional NCES databases, both new and old, will be routinely added to the archive.

This archiving project will preserve and enrich the research resources of NCES, as well as produce an archive of data sets that can be used effectively in the era of the Internet. It will also significantly enhance documentation of NCES data to make them more user-friendly. The publicly available data can be accessed and downloaded directly from the ICPSR Web Site (*http://www.icpsr.umich.edu/IAED/*).

For more information on the Data Archive, contact:

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3. ELEMENTARY AND SECONDARY EDUCATION

The National Center for Education Statistics (NCES) program at the elementary and secondary level provides information on the condition of public and private education. Data collections include information on today's important issues, such as equity between schools and school districts, access to preschool programs, student trends, persistence, and the climate in our schools and classrooms. Other important issues addressed are school finance, school safety, teacher qualifications, school reform, teacher professional development, and the education of special needs populations. The core program includes national, state, and local data collection systems on public elementary and secondary education (i.e., the Common Core of Data (CCD) Survey). Important additions to the NCES data collection programs in the last decade include the Schools and Staffing Survey (SASS), the Private School Universe Survey (PSS), and the National Household Education Survey (NHES). These surveys, along with the Early Childhood Longitudinal Study, National Education Longitudinal Study of 1988, the National Longitudinal Study of 1972, High School and Beyond, the National Assessment of Educational Progress, and the Third International Mathematics and Science Study, supply a wealth of information about elementary and secondary education in the nation.

Data Uses

The statistics collected from state education agencies, other elementary/secondary institutions, staff, and students are used extensively by people outside of NCES. They are used for testimony before congressional committees, planning in various federal executive departments, and projects developed by professional organizations. They are used by state executive and legislative staff, state and local education agencies, and associations of local school systems. Other users are colleges, universities, education research facilities, businesses that work with educational institutions, and the media (for reporting on educational issues and events).

Federal, state, and local governments make numerous requests for data. For example, representatives often request data on the demographic characteristics of school districts in their states; federal agencies request data on numbers of teachers and pupils by school level and type; state governments request data on high school dropouts and teacher attrition rates; and local governments request analyses of teacher demographics. In addition to federal, state, and local governmental requests for elementary and secondary information, foreign governments also request data on trends in American public schools.

The media often need a great deal of data on elementary and secondary education for their reporting. For example, the media has used analyses of first-time teachers in the United States, characteristics of public schools, dropout rates, test scores, and urban school trends in their reporting.

Colleges and universities request CD-ROMs of all of the elementary and secondary surveys. Some items of interest for college researchers have been teacher qualifications in mathematics and science, poverty status of schools and school districts, free-lunch eligibility of students, dropout rates and high school completions, class size, crime and violence, and persistence and attainment.

Business organizations, including marketing and survey firms, use demographic profiles of schools and districts in their research. Also, parents use data on elementary and secondary schools

and school districts (such as per pupil expenditures and class size) when they are in the process of moving their families to a new location.

Studies

Common Core of Data

The Common Core of Data (CCD) is the NCES primary database on public elementary and secondary education in the United States. The annual CCD is a comprehensive national statistical database of all public elementary and secondary schools and school districts that contains comparable data across all states.

The objectives of the CCD are twofold. First, it is designed to provide an official listing of all public elementary and secondary schools and school districts in the nation that can be used to select samples for other NCES surveys, and to provide directory information for a variety of users. Second, the CCD provides basic information and descriptive statistics on public elementary and secondary schools, students, and staff.

The data sets within the CCD can be used separately or linked with one another to provide information on many topics of interest. For example, they can be used to analyze differences in expenditures for education across large and small, or urban, suburban, and rural school districts. The CCD can be used to produce dropout rates for different types of school districts and track changes over time. It also can be used to measure changes in the racial/ethnic distribution of students in public schools. The school universe allows users to look at characteristics, such as pupil/teacher ratios at various instructional levels or to use the addresses in the school locator to request records for transferring students. All of this information can be found on the CCD Web Site *(http://nces.ed.gov/ccd)*. In addition, an annually produced CD-ROM links all of the CCD data, fiscal and nonfiscal, with school district-level data from the 1990 Decennial Census in an easy-to-use format. (Census 2000 data will be added in 2003.)

The CCD is an important resource for policymakers at the state and local levels. The CCD provides basic statistics on schools, school districts, and states. Some examples of descriptive statistics available from CCD are student enrollment by race/ethnicity, the number and types of schools, revenues and expenditures of school districts, and the number of high school completers and dropouts.

Design

The CCD survey collects data on all public elementary and secondary schools, local education agencies, and state education agencies (SEAs) throughout the United States. The CCD contains three categories of information: general descriptive information on schools and school districts, data on students and staff, and fiscal data. The general descriptive information includes school and district name, address, phone number, and type of locale (e.g., rural or urban), as well as some information about the type of school (e.g., magnet, charter) or district (e.g., regular, state operated).

The data on students include demographic, enrollment, and outcome characteristics. The numbers and types of education staff are reported as well. The fiscal data cover revenues and expenditures by object and function.

The CCD is made up of six surveys sent to state education departments. Most of the data are obtained from administrative records maintained by SEAs. Statistical information is collected annually from public elementary and secondary schools (approximately 89,000), public school districts (approximately 16,000), the 50 states, the District of Columbia, the Bureau of Indian Affairs (BIA), the U.S. Department of Defense overseas dependents' schools, and 5 outlying areas. The SEAs compile CCD data into prescribed formats and transmit the information to NCES.

Components

Public School Elementary/Secondary Universe Survey—Information on all public elementary and secondary schools in operation during a school year, including school location and type; magnet, Title 1, and charter school indicators; grade span; address and telephone number; enrollment by grade and student characteristics; number of classroom teachers; and number of free lunch-eligible students and migrant students.

Local Education Agency Universe Survey—Information includes address and telephone number, location and type of agency, current number of students, migrant student enrollment, number of students with limited-English proficiency served, number of students with special individual education plans, and number of high school completers and dropouts in the previous year. The numbers and types of staff (e.g., teachers and guidance counselors) are reported.

State Nonfiscal Survey of Public Elementary/Secondary Education—Information on all students and staff aggregated to the state level, including number of students by grade level, full-time equivalent staff by major employment category, and number of high school completers in the previous year.

National Public Education Finance Survey—Detailed finance data at the state level, including average daily attendance; school district revenues by source (local, state, and federal); and expenditures by function (instruction, support services, and noninstruction), subfunction (e.g., school administration), and object (e.g., salaries). This survey also includes capital outlay and debt service expenditures.

School District Finance Survey (F–33)—Detailed data by school district, including revenues by source expenditures by function and subfunction, and enrollment. These data are collected annually through the Bureau of Census' F–33, Survey of Local Governments. Data are collected from all districts.

Early Estimates of Public Elementary/Secondary Education Survey—State summary data on numbers of students, teachers, and high school graduates, and revenues and expenditures. These estimates are released during the school year in which they are collected.

Major Publications

Characteristics of Small and Rural School Districts: School Year 1986–87 to 1993–94 (April 1997)

Selected Papers in School Finance, 1995 (June 1997)

Developments in School Finance, 1996 (July 1997)

Evaluation of Coverage in the Common Core of Data Program (October 1997)

Early Estimates of Public Elementary and Secondary Education Statistics: School Year 1988–99 (April 1999)

Statistics in Brief: Public School Student, Staff, and Graduate Counts by State: School Year 1997–98 (June 1999)

Statistics in Brief: Overview of Public Elementary and Secondary Schools and Agencies: School Year 1997–98 (June 1999)

Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1997–98 (July 1999)

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1996–97 (August 1999)

Key Statistics on Public Elementary and Secondary Schools and Agencies: School Year 1995–96 (October 1999)

Directory of Public Elementary and Secondary Education Agencies, 1996–97 (November 1999)

State Profiles of Public Elementary and Secondary Education, 1996–97 (January 2000)

Data Files

Local Education Agency (School District) Universe Survey Longitudinal Data File: 1986–87 through 1995–96 (October 1999)

CD-ROM: Common Core of Data (CCD) School Years 1993–94 through 1997–98 (February 2000)

Public Elementary/Secondary School Universe Data: 1987–88 through 1997–98 (March 2000)

State Nonfiscal Public Elementary/Secondary Education Survey Data: 1995–96 through 1997–98 (March 2000)

National Public Education Finance Survey Data: 1995–96 through 1997–98 (March 2000)

The CCD can be found on the Internet (*http://nces.ed.gov/ccd*). For further information on the CCD, contact the following NCES staff members (listed by CCD survey):

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National Public Education Finance Survey and School District Finance Survey (F–33)

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Schools and Staffing Survey

The School and Staffing Survey (SASS) is an extensive survey of American public and private kindergarten through 12th grade schools. Its linked design provides information on public, private, Bureau of Indian Affairs (BIA), public charter schools; the principals who head these schools; and the teachers who work in them.

SASS has four unique features:

- SASS is representative of K–12 teachers, principals, schools, and school districts at the state (public only) and national levels.
- SASS provides detailed data on both the public and private sectors—state reliable data on public schools and affiliation data on private schools.
- SASS collects data from every charter school in the United States and every school operated by the BIA; it also oversamples schools that have an American Indian student enrollment of 20 percent or more.
- SASS-licensed users can analyze data across various components of SASS. Using NCES restricted data, they can link teachers and principals to their schools and schools to their school districts.

The most recent administration of SASS was in the 1999–2000 school year. Over 100,000 SASS questionnaires were mailed to collect information on teachers, principals and school heads, schools, school districts, and school library media centers. In 1999–2000, SASS collected information on a number of new topics crucial to education reform. At the same time, SASS retained or expanded many of the topics covered in previous surveys, maintaining the comparability for trend analysis.

New coverage includes:

- school and district performance reports—content, uses, and rewards or sanctions for performance;
- computers—number, uses, access to the Internet, and availability of computer support;
- standards for home-schooled students;
- charter schools; and
- migrant student enrollment and services.

Examples of retained or expanded coverage include:

- teacher and principal demographics;
- teacher training, experience, certification, assignment, and salary;
- newly hired teachers;
- teacher migration and attrition;
- professional development;
- parent involvement; and
- school safety.

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SASS' large sample sizes (approximately 6,000 school districts, 10,000 public schools, 3,500 private schools, 60,000 public school teachers, and 12,000 private school teachers) allow extensive disaggregation of data by important characteristics of schools, such as the poverty level of the students, urbanicity, and minority enrollment, and of teachers; such as their demographic characteristics and teaching assignment field. SASS data were first collected in the 1987–88 school year, and again in the 1990–91, 1993–94, and 1999–2000 school years. One year after each collection, a follow-up survey of teachers is conducted to measure teacher attrition and mobility (see the "Teacher Follow-up Survey" description in this section). SASS will be administered every 4 years in the future, with the next collection occurring in school year 2003–04.

Data from SASS are used by Congress, the U.S. Department of Education, and other federal agencies; State Education Agencies (SEAs); educational associations; business firms that market education services; and the education research community for the following purposes:

- To profile the teacher workforce, including demographic characteristics, academic background, qualifications to teach in fields of assignment, workload, professional development, career plans, compensation, and perceptions of the teaching profession and their workplace.
- To profile the principal workforce, including demographic characteristics, academic background, qualifications, and training for administration, and to assess school climate and decisionmaking.
- To describe the qualifications of teachers to teach in their subject fields and, in particular, to monitor the rate of out-of-field teaching (i.e., teachers teaching in a subject area without a college major or minor in that field).
- To provide information on school conditions and programs, including basic descriptors of schools, enrollments, organization, curricula, student programs and services, staffing, student characteristics, school climate, and teacher workplace conditions.
- To provide information on aspects of teacher supply and demand, shortages, and turnover, such as methods of covering unfilled vacancies, and policies, practices, and circumstances influencing supply and demand conditions.

Design

The sample design for SASS is a stratified probability sample in which schools are selected first; then within schools, the principal and a sample of teachers are surveyed. The SASS sample has been designed to support the following types of estimates and comparisons: national and state estimates for public schools, teachers, and districts; national estimates for private schools and teachers by religious affiliation or type of school; national data on BIA schools; national data on public charter schools; and national comparisons of elementary, secondary, and combined schools and teachers. The teacher sample also supports comparisons of new versus experienced teachers, teachers by teaching assignment field, and many other characteristics of teachers.

For the 1999–2000 administration of SASS, one major new component was added to the survey. SASS now has questionnaires that survey the entire population of public charter schools in the United States as of the 1998–99 school year, as well as their principals. In addition, in the same manner as for regular public and private schools, a sample of teachers within each charter school was

surveyed. Also, the public and private school library media center components from the 1993–94 SASS were continued in the current administration, as well as the BIA school component and an oversample of schools in which American Indian students comprise 20 percent or more of the school's total enrollment.

Core Components

School District Questionnaire—Survey of public school districts on enrollment information, recruitment and hiring of teachers, compensation, school and student performances, school organization, home schooling, graduation requirements, professional development, and migrant education.

School Questionnaire—Survey of public, private, BIA, and public charter schools on general school information, admissions, programs and performance, student and class organization, parent involvement, school safety, staffing, technology, and special programs and services.

School Principal Questionnaire—Survey of public school principals, private school heads, and BIA and public charter school principals about their experience and training, attitudes and opinions about education and their school, teacher professional development, activities related to assessing and maintaining teacher and school performance, and demographic information.

Teacher Questionnaire—Survey of public, private, BIA, and public charter school teachers about their demographics, teaching assignment, certification and training, professional development, class organization, resources and assessment of students, working conditions, involvement in decisionmaking, and compensation and general employment information.

School Library Media Center Questionnaire—Survey of public and private school libraries or media centers on facilities, staffing, technology, collections and expenditures, scheduling and transactions, collaboration with classroom teachers, and library or media center policy.

Teacher Follow-up Survey—See later description in this section.

Major Publications

The Patterns of Teacher Compensation (June 1996)

Schools and Staffing in the United States: A Statistical Profile: 1993–94 (July 1996)

Out-of-Field Teaching and Educational Equality (October 1996)

How Different? How Similar? Comparing Key Organizational Qualities of American Public and Private Secondary Schools (October 1996)

SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results (November 1996)

Issue Brief: Public School Choice Programs, 1993–94: Availability and Student Participation (January 1997)

Issue Brief: Teachers' Sense of Community: How Do Public and Private Schools Compare? (January 1997)

Issue Brief: How Widespread Is Site-Based Decision Making in the Public Schools? (January 1997)

Issue Brief: Are Limited English Proficient (LEP) Students Being Taught by Teachers with LEP Training? (January 1997)

The Schools and Staffing Survey: Recommendations for the Future (January 1997)

Teacher Professionalization and Teacher Commitment: A Multilevel Analysis (February 1997)

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (February 1997)

Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community, School, Teacher, and Student Characteristics (March 1997)

Issue Brief: Schools Serving Family Needs: Extended Day Programs in Public and Private School (March 1997)

Issue Brief: Programs for Aspiring Principals: Who Participates? (March 1997)

Issue Brief: Credentials and Tests in Teacher Hiring: What Do Districts Require? (March 1997)

Characteristics of American Indian and Alaskan Native Education, 1993–94 (March 1997)

E.D. TAB: SASS Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indian and Alaskan Native Students (May 1997)

Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94 (June 1997)

America's Teachers: Profile of a Profession, 1993–94 (July 1997)

Measurement Error Studies (July 1997)

Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation (August 1997)

An Analysis of Total Non-Response in the 1993–94 Schools and Staffing Survey (November 1997)

Public School Districts in the United States: A Statistical Profile, 1987–88 to 1993–94 (February 1998)

Toward Better Teaching: Professional Development in 1993–1994 (July 1998)

1994–95 Teacher Follow-up Survey Data File User's Manual—Public Use Version (September 1998)

Data Files

User's Manual: SASS 1993–94 Data File, Volume II: Restricted-Use Codebook (July 1997)

CD-ROM: The Schools and Staffing Survey and Teacher Follow-up Survey Electronic Codebook and Restricted-Use Data for Three Cycles of SASS and TFS (April 1998)

CD-ROM: The Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) Electronic Codebook and Public-Use Data for Three Cycles of SASS and TFS (July 1998)

SASS can be found on the Internet (*http://nces.ed.gov/surveys/sass*). For further information on SASS, contact:

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Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) is designed to measure attrition from the teaching profession and teacher mobility. The survey follows a sample of the teachers who were respondents to SASS in the previous school year and identifies those who left teaching, those who remained in the same schools, and those who moved to other schools. The data are used to measure rates of and reasons for teacher attrition, retention, and mobility at the national level in both public and private schools.

Attrition can be examined in terms of primary destinations of those who leave, reasons for leaving the profession, and characteristics of those who leave. Data from the base year SASS Teacher Questionnaire allow analysis of other factors related to attrition, such as qualifications, salary, satisfaction, other working conditions, and retirement programs. The survey gathers information about teachers' decisions to leave or stay in the profession.

Design

Two questionnaires comprise the TFS: The Teacher Follow-up Survey Questionnaire for Former Teachers and the Teacher Follow-up Survey Questionnaire for Current Teachers (those who remained in the same school as well as those who moved to another school). These questionnaires ask teachers about their current status, occupational changes and plans, reasons for staying in (or leaving) teaching, and attitudes about the teaching profession.

The first administration of the TFS was in the 1988–89 school year with a sample from the 1987–88 SASS of about 2,500 teachers who had left teaching and 5,000 who were still in teaching. The size of the sample is approximately the same for every cycle of the TFS. There have been two more administrations of the TFS, 1991–92 and 1994–95. Each collection of the TFS is a follow-up to the SASS sample of the previous year. The fourth and latest administration of the TFS, 2000–01, is a follow-up to the 1999–2000 SASS.

Components

Questionnaire for Former Teachers—Survey of former teachers to ascertain information on primary activity or occupational status, plans to remain in current position, plans for further education, plans for returning to teaching, reasons for leaving teaching, areas of satisfaction or dissatisfaction with teaching, salary and compensation, marital status, number of children, and other background information that may be related to attrition.

Questionnaire for Current Teachers—Survey of continuing teachers to ascertain change or retention in school, occupational status, teaching assignment field, further education and plans, reasons for leaving previous school, effectiveness of administration, areas of satisfaction or dissatisfaction, expected duration in teaching, time spent performing school-related tasks, professional development in last 2 years, classroom instructional practices, salary and compensation, and basic demographic characteristics.

Major Publication

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey, 1994–95 (May 1997)

Data Files

CD-ROM: Schools and Staffing Survey (SASS) and Teacher Follow-up Survey Electronic Codebook and Restricted Use Data for Three Cycles of SASS and TFS (April 1998)

1994–95 Teacher Follow-up Survey Data File User's Manual: Public-Use Version (October 1998)

Information on the TFS can be found on the Internet (*http://nces.ed.gov/surveys/sass)* and by contacting NCES staff:

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Private School Universe Survey

With increasing concern about alternatives in education, the interest and need for data on private education have also increased. The collection of data on the universe of private elementary and secondary schools that are comparable to the CCD universe survey for public schools is a high priority for NCES.

The purposes of the PSS data collection are to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys including private schools, and to report data on the total number of private schools, teachers, and students in the survey universe. The

PSS is conducted every 2 years, with collections in the 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, and 1999–2000 school years. The next survey will be conducted in the 2001–02 school year.

The PSS produces data similar to that of the CCD for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

Design

The target population for the universe survey consists of all private schools in the United States that meet NCES criteria of a school (i.e., a private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home). The survey universe is composed of schools identified from a variety of sources. The main source is a list frame, initially developed for the 1989–90 PSS. The list is updated regularly with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. In addition, the general public may make suggestions for additional schools for the survey through the NCES Web Site. The other source is an area frame search in approximately 120 geographic areas conducted by the Bureau of the Census.

Components

1999–2000 Private School Survey—Survey of private schools to ascertain level of school, religious orientation or other affiliation, size of school, length of school year and school day, total enrollment (K–12), race/ethnicity of students, whether a school is coeducational or single sex, number of high school graduates, number of teachers, program emphasis, whether school offers a kindergarten program, and whether school has a library media center.

Major Publications

Private Schools in the United States: A Statistical Profile, 1993–94 (July 1997)

Private School Universe Survey, 1995–96 (March 1998)

Information on the PSS can be found on the Internet (*http://nces.ed.gov/surveys/pss.html*). For more information on the PSS, contact:

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National Household Education Survey

The National Household Education Survey (NHES) is the first general purpose survey conducted by NCES to collect education data through a household-based survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys, and from administrative records through surveys of school districts and SEAs. As a household-based survey, the NHES addressed many issues in education that had not been addressed previously by other NCES data collection activities, such as early childhood care arrangements and education, children's readiness for school, parent involvement in elementary and secondary education, and civics knowledge.

Full-scale NHES collections have been conducted in the spring of 1991, 1993, 1995, 1996, and 1999. Surveys have included Civic Involvement (NHES:96 and NHES:99), Early Childhood Education and School Readiness (NHES:91, NHES:93, NHES:95, and NHES:99), Household Public Library Use (NHES:96), Parent and Family Involvement in Education (NHES:96 and NHES:99), and School Safety and Discipline (NHES:93). The NHES has also collected data on Adult Education and Lifelong Learning (NHES:91, NHES:95, and NHES:99) and Adult Civic Involvement (NHES:96) (see chapter 4, "Postsecondary and Adult Education"). The NHES will be conducted again in the spring of 2001 and 2003, and periodically thereafter. NHES:2001 will include three surveys: Adult Education and Lifelong Learning; Early Childhood Program Participation; and a new survey, Before and After School Programs and Activities.

Design

The NHES is designed as a mechanism for collecting detailed information on educational issues from a relatively large and targeted sample of households in a timely fashion. Households are selected using random-digit-dialing methods and data are collected using computer-assisted telephone interviewing (CATI) procedures. The sample for the NHES is drawn from the civilian population in households having a telephone in the 50 states and the District of Columbia.

In each NHES, between 44,000 and 64,000 households are screened, and individuals within households who met predetermined criteria are sampled for more detailed or extended interviews. The data are weighted to permit estimates of the entire population. The NHES survey for a given year typically consists of a screener questionnaire that collects household composition and demographic data and 2 to 3 substantive surveys addressing education-related topics. Generally, between 10,000 and 15,000 interviews are obtained for each survey.

One of the goals of the NHES is to produce reliable national estimates of the characteristics of children's and adults' educational experiences for the targeted populations and for relevant subgroups defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring education trends over time. Therefore, the NHES design oversamples minorities in order to increase the reliability of estimates for these groups.

Another goal of the NHES is to monitor educational activities over time. The NHES has collected data by repeating topical surveys on a rotating basis in order to provide comparative data across survey years (with the exceptions of NHES:93 (School Safety and Discipline) and NHES:96 (Household Public Library Use) surveys). Each administration of the NHES has benefited from experience with previous cycles, resulting in enhancements to the survey procedures and content.

Thus, while the NHES affords the opportunity for tracking phenomena over time, it is dynamic in addressing new issues and including conceptual and methodological refinements.

A design feature implemented in NHES:96 is the collection of demographic and educational information on members of all households rather than just those households that were eligible for a topical survey. This expanded screening feature included a brief set of questions on the use of public libraries. The total household sample size was large enough to produce state estimates for these brief topical questions.

In 1999, the NHES was designed as a special end-of-decade collection to measure key topics covered in previous NHES surveys. These topics included Early Childhood Education and School Readiness, Parent and Family Involvement in Education, Civic Involvement, and Adult Education and Lifelong Learning.

Surveys

Early Childhood Education and School Readiness Surveys (NHES:91, NHES:93, NHES:95, and NHES:99)—The NHES Early Childhood Education and School Readiness Surveys were conducted in the spring of 1991, 1993, 1995, and 1999. In 1991 and 1995, the emphasis of the surveys was on nonparental care of children, whereas in 1993 the emphasis of the surveys was on school readiness. Data on the most important topics covered in 1991, 1993, and 1995 were collected again in 1999.

In the 1991 Early Childhood Education Survey, approximately 60,000 households were screened to obtain a sample of 13,892 children ages 3 to 8 years old. In 1993, approximately 64,000 households were screened to obtain a sample of 10,888 3- to 7-year-olds for the School Readiness Survey. In the 1995 Early Childhood Program Participation Survey, approximately 44,000 households were screened to obtain a sample of 14,064 children from birth through third grade. In 1999, approximately 60,000 households were sampled to obtain a sample of 6,939 children from birth through prekindergarten enrollment. Parents were interviewed about their children for all surveys.

Information on the following topics was collected for the Early Childhood Education and School Readiness Surveys: *NHES:91:* participation in nonparental care/education, characteristics of programs and care arrangements, early school experiences, including delayed kindergarten entry and retention in grade, home activities with family members, and child, family, and household characteristics. For school-age children, these surveys also include items concerning participation in after school programs and activities. *NHES:93:* developmental characteristics, school adjustment and teacher feedback to parents of kindergartners and elementary students, center-based program participation, early school experiences, home activities with family members, and health status. *NHES:95:* participation in nonparental care/education, participation in Head Start and center-based programs, early school experiences of school-age children, home literacy activities, health and disability status, and parent/family characteristics. *NHES:99:* participation in nonparental care/education, participation in Head Start and center-based programs, developmental characteristics, home activities with family members, and health status.

School Safety and Discipline Survey (NHES:93)—The School Safety and Discipline Survey was conducted in 1993. Parents of 12,680 children in grades 3–12 were surveyed, as well as 6,504 youth in grades 6–12.

Information on the following topics was collected: perceptions of the school learning environment, victimization, safety at school, school discipline policy, availability of alcohol and drugs at school, peer and family norms concerning alcohol and drug use, alcohol-drug education, and child, family, household, and school characteristics.

Parent and Family Involvement in Education Surveys (NHES:96 and NHES:99)—The NHES Parent and Family Involvement in Education Surveys were conducted in 1996 and 1999. Samples of 20,792 and 21,222 children age 3 through 12th grade, up to age 20, were obtained for 1996 and 1999, respectively. Parents were interviewed about their children for both surveys.

Information on the following topics was collected for the Parent and Family Involvement in Education Surveys: family involvement (including nonresidential parents) in children's schooling, communication with teachers/school personnel, children's homework and behavior, and activities with children outside of school.

Civic Involvement Surveys (NHES:96 and NHES:99)—In 1996 and 1999, the NHES Youth Civic Involvement Surveys were conducted. Samples of 8,044 and 7,913 youths in grades 6–12 were surveyed in 1996 and 1999, respectively. Additionally, the NHES conducted a Parent Survey in 1996, for which 9,389 parents of youths in grades 6–12 were interviewed, and an Adult Civic Involvement Survey in 1999 (see chapter 4, "Postsecondary and Adult Education," for discussion of the 1999 Adult Civic Involvement Survey).

Information on the following topics was collected for the Civic Involvement Surveys: *NHES:96 (Youth):* family involvement in education, participation in activities that may promote personal responsibility and civic involvement, participation in service activities, and attitudes and knowledge of civic life. *NHES:96 (Adult):* participation in activities that may promote personal responsibility and civic involvement, participation in community and political activities, and political attitudes and knowledge. *NHES:99 (Youth):* civic involvement and service activities.

Household Public Library Use Survey (NHES:96)—The Household Public Library Use Survey was conducted in 1996. A sample of 55,708 heads of households was interviewed.

Information on the following topics was collected: distance to closest public library, household use of public library in the past month and past year, ways in which public library was used in the past month, purposes for which public library was used in the past month, and detailed household characteristics.

Major Publications

Parents' Reports of School Practices to Involve Families (November 1996)

Student Interest in National News and its Relation to School Courses (July 1997)

Use of Public Library Services by Households in the United States: 1996 (March 1997)

An Overview of Response Rates in the National Household Education Survey: 1991, 1993, 1995, and 1996 (July 1997)

An Experiment in Random-Digit-Dial Screening (December 1997)

How Involved Are Fathers In Their Children's Schools? (April 1998)

National Household Education Survey: An Overview (May 1998)

Participation of Kindergartners Through Third-Graders in Before- and After-School Care (August 1999)

Service-Learning and Community Service Among 6th- through 12th-Grade Students in the United States: 1996 and 1999 (November 1999)

Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999 (November 1999)

Issues Related to Estimating the Home-Schooled Population in the United States With National Household Survey Data (October 2000)

Data Files/Products

1991, 1993, 1995, and 1996 National Household Education Surveys: CD-ROM (July 1997)

1991, 1993, 1995, 1996, and 1999 National Household Education Surveys: CD-ROM (Forthcoming)

The NHES can be found on the Internet (*http://nces.ed.gov/nhes*). For further information on the NHES, contact:

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Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly with minimum response burden. The FRSS was designed to meet the data needs of the Department analysts, planners, and decisionmakers when information could not be collected quickly through traditional NCES surveys.

Design

FRSS surveys collect and report data on key education issues at the elementary and secondary levels. A similar survey system, the Postsecondary Education Quick Information System (PEQUIS), conducts time-sensitive surveys at the postsecondary level (see description in chapter 4). Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. The FRSS collects data from SEAs and national samples of other educational organizations and participants, including:

- local education agencies;
- public and private elementary and secondary schools;
- elementary and secondary school teachers and principals; and
- public and school libraries.

In order to present high-quality data quickly, the FRSS provides the following services: research on survey topics and questionnaire design, pretest of survey questionnaires, quality control of survey data, national estimates reported within 1 year of survey mail-out, guarantee of response rates of 90 percent or higher, tabulations and other analyses of data, and preparation of survey reports. The FRSS also has the capability to conduct brief surveys of households using random-digit-dialing telephone techniques.

Major Publications

Parent Involvement in Children's Education: Efforts by Public Elementary Schools (February 1998)

Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives (May 1998)

Racial and Ethnic Classifications Used by Public Schools (July 1998)

State Survey on Racial and Ethnic Classifications (August 1998)

Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers (January 1999)

Status of Education Reform in Public Elementary and Secondary Schools: Teachers Perspective (February 1999)

Service-Learning and Community Service in K–12 Public Schools (September 1999)

Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Projects, 1998 (February 2000)

Condition of America's Public School Facilities: 1999 (June 2000)

Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology (September 2000)

Advanced Telecommunications in U.S. Private Schools: 1998–99 (January 2001)

Shorter Publications

Issue Brief: Internet Access in Public Schools (March 1998)

Indicator of the Month: Internet Access in Public and Private Schools (February 1999)

How Old Are America's Public Schools? (February 1999)

Internet Access in Public Schools and Classrooms: 1994–1998 (February 1999)

What Are the Barriers to the Use of Advanced Telecommunications for Students with Disabilities in Public Schools? (January 2000)

Computer and Internet Access in U.S. Private Schools and Classrooms: 1995 and 1998 (February 2000)

Internet Access in U.S. Public Schools and Classrooms: 1994–1999 (February 2000)

Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999 (February 2000)

Nutrition Education in Public Elementary School Classrooms, K–5 (March 2000)

Teacher Use of Computers and the Internet in Public Schools (April 2000)

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School Crime Supplement to the National Crime Victimization Survey

NCES supports a supplement to the Bureau of Justice Statistics' National Crime Victimization Survey (NCVS). The NCVS is a household survey that collects data on crime from a nationally representative sample of about 45,000 households. The School Crime Supplement is an additional set of items asked of all youth ages 12 through 18 in the households. The Bureau of Justice Statistics and the National Institute of Justice supported the first School Crime Supplement in 1989. A second School Crime Supplement was supported by NCES in 1995. The third School Crime Supplement (also supported by NCES) took place in 1999. It will be fielded again in 2001 and every 2 years

thereafter. The focus of the supplement is on crimes committed against 12- to 18-year-olds in elementary and secondary schools.

The School Crime Supplement contains items that will allow estimates to be tracked over time. The general topic covered by items in the questionnaire is school environment, including preventive measures employed by the school, the availability of drugs and alcohol, victimization in school, avoidance behaviors, weapons, and gangs.

Design

The School Crime Supplement is conducted from January through June of the collection year in all NCVS sample households. Within these households, eligible respondents for the School Crime Supplement are household members between the ages of 12 and 18 who attended school at any time in the previous 6 months. The school had to be one that would advance them toward the receipt of a high school diploma. Eligible individuals are administered the supplemental questions only after the entire NCVS interview is completed. More than 10,000 interviews of youth are obtained in the School Crime Supplement.

A rotation scheme is used in order to reduce the burden on respondents that could result if they were permanently in the sample. The same rotation scheme employed for the NCVS survey design is used for the School Crime Supplement. The sample of households is divided into groups or rotations. One rotation group enters the sample every 6 months and the corresponding rotation group from a previous sample is phased out. Households remain in the sample for 3 years, and each household is interviewed once every 6 months during that time.

Households in the sample for the first time are in the incoming rotation and are interviewed in person. Subsequent interviews are conducted by telephone except the in-person fifth interview to reestablish personal contact. In 1995 and 1999, about 30 percent of the households were interviewed by telephone from a centralized dialing facility using CATI techniques. Other telephone interviews were conducted by the same interviewer who conducted the personal interviews. The Census Bureau conducts the data collection.

Reports released by the Bureau of Justice Statistics using NCES data can be found on the Internet (*http://www.ojp.usdoj.gov/bjs*).

Major Publication

Students' Reports of School Crime: 1989 and 1995 (April 1998)

For further information on the School Crime Supplement to the NCVS, contact:

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NCES Items in the Current Population Survey

The Current Population Survey (CPS) is a monthly household survey conducted by the Bureau of the Census to provide information about employment, unemployment, and other characteristics of the civilian noninstitutionalized population. Since the mid–1960s, NCES has funded a supplement each October. The supplement routinely gathers data on school enrollment and educational attainment for elementary, secondary, and postsecondary education. Related data are also collected about preschooling and the general adult population. In addition, NCES regularly funds additional items on education-related topics, such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition.

Design

The CPS is a nationally representative probability sample survey of households. A multistage stratified sampling scheme is used to select sample households. The survey is conducted in approximately 50,000 dwelling units monthly. Dwelling units are in sample for 4 successive months, out of sample for the next 8 months, and then returned to the sample for the following 4 months. An adult member of each household provides information for all members of the household.

Components

Basic CPS—Household membership and characteristics, demographic characteristics, and labor force participation.

October Supplement—Basic annual school enrollment for preschool, elementary/secondary, and postsecondary students, and educational background information needed to produce dropout estimates on an annual basis.

Computer Use (1984, 1989, 1993, and 1997)—Availability of computers at school, home, and work; reasons for and frequency of computer use at school, home, and work; and availability of the Internet at school, home, and work.

Private School Tuition (1979, 1985, 1988, 1991, 1994, and 1997)—Type of private school and amount of private school tuition.

Selected Education Characteristics (1992 and 1995)—Grade retention, language spoken at home, English proficiency, disability status, and whether ever attended school in the United States (1995 only).

Summer Activities (1996)—For elementary and secondary students only. Enrollment in academic activities during the summer, frequency of and reasons for attendance at academic activities during the summer, employment status during the summer, participation in community service or volunteer activities during the summer, and participation in organized summer activities.

Major Publications

Dropout Rates in the United States: 1998 (February 2000)

Dropout Rates in the United States: 1999 (November 2000)

The CPS can be found on the Internet (*http://nces.ed.gov/surveys/cps/*). For further information on the CPS October Supplement, contact:

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Other Activities

1990 Census Mapping Project and School District Data Book

The 1990 Census Mapping Project was initiated in 1988. Under this initiative, sponsored by NCES and coordinated by the Council of Chief State School Officers, all states participated in a program to develop school district maps. In the 1990 Decennial Census, the Bureau of the Census developed the Topologically Integrated Geographic Encoding and Referencing (TIGER) System, in which 10,000,000 census block boundaries were digitally encoded (to 6 decimal places). The boundaries of approximately 15,274 local education agencies, special education districts, Indian reservations, and military installations that have education activities within their boundaries were similarly digitized and encoded in the TIGER system, thus making it possible to convert the data from census blocks to education entities and produce tabulations.

In 1992, under the sponsorship of NCES, the Census Bureau produced the 1990 Census School District Special Tabulation files using the basic record file of the 1990 Decennial Census data. These tabulations contain aggregate data describing attributes of groups of persons and households in school districts.

With the exception of two data items (total population and total housing units), data were sample-based estimates. In many cases, the special tabulations were produced using a process of splitting census blocks to develop estimates for a school district. Files were used in combination with NCES data (i.e., CCD) and other Census Bureau data (i.e., School District Financial Survey) (F–33) to produce the School District Data Book. The School District Data Book is an electronic library containing social, economic, and administrative data for each of the 15,274 public school districts in the United States in 1990. The School District Data Book contains the most comprehensive demographic database ever developed for the nation's school system.

The School District Data Book is contained on a set of 44 CD-ROMs. This large database of approximately 20 gigabytes of data (after reduction by data-compression techniques) provides up to 10,000 data items for each school district. The mapping features enable users to view maps of all individual school districts in the nation for the first time.

The School District Data Book provides an effective way for the U.S. Department of Education and Congress to access, analyze, and interpret data from the 1990 Census School District Special Tabulations. Since this information can benefit state and local education agencies, as well as researchers, policy analysts, and administrators in a variety of other organizations, NCES implemented a program to meet these broader needs. The School District Data Book can be found on the Internet (*http://nces.ed.gov/surveys/sddb*).

Major Publications

School District Data Book Reference Manual (November 1994)

Profile of Children in U.S. School Districts (September 1996)

For further information on the Census Mapping Project and School District Data Book, contact:

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Decennial Census School District 2000 Project

In 1998, NCES initiated a project to specify the special tabulation of the 2000 Census and the 1999–2000 TIGER/Line files school district boundaries. Similar to the 1990 Census Mapping Project, the Decennial Census School District 2000 Project will provide social, economic, and demographic characteristics of children and public school districts in the United States by using the School District Special Tabulation files from the 2000 census, the 1999–2000 CCD, and the 2000 School District Financial Survey (F–33). These products will be used to support research and policy analysis at the national, state, and individual school district levels.

For further information on the 1990 Census Mapping Project and the Decennial Census School District 2000 Project, contact:

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Education Finance Statistical Center

The number and sophistication of policy requests to NCES for school finance information are constantly shifting and expanding. The Education Finance Statistics Center (EFSC) is designed to conduct research to improve the collection and reporting of education finance information. EFSC projects explore definitional, measurement, collection, reporting, and analysis issues related to education finance.

The EFSC is currently conducting the following research activities:

- developing Internet "data harvesting";
- assessing changes that will occur in governmental accounting;
- devising a student-level resource measure for secondary students;
- devising a school-level financial reporting model;
- writing a primer on geographic and inflation cost adjustments;
- researching inequities in school district financing; and
- attempting to devise measures of adequacy, productivity, and efficiency in education.

Among the projects NCES anticipates exploring in the next year are:

- *anticipating changes in accounting standards*—School district financial accounting will change dramatically after the Governmental Standards Accounting Board issues new guidelines, effective after June 15, 2001. NCES plans to publish a new accounting handbook for local and state school systems to assist states and school districts in their financial reporting.
- *the acquisition, analysis, and reporting of school-level data*—Congress has mandated that NCES develop a "model" school-level financial reporting system. As of May 1997, only eight states collected school-level fiscal data. Since there are some 84,705 public elementary and secondary schools, NCES needs to explore using national samples, repositories of state data, and electronic (Web) harvesting in order to obtain school-level financial data without extraordinary burden.
- *using geographic and inflationary cost adjustments*—Geographic cost adjustments for state, county, and school district level expenditure data have been developed for NCES. Although some exploratory work has been undertaken on inflationary cost adjustments, the development and application of these indices need further conceptual development.

Major Publications

Selected Papers in School Finance, 1997–99 (May 1999)

Inequalities in Public School District Revenues (July 1998)

Developments in School Finance, 1998 (August 2000)

A Primer for Making Cost Adjustments in Education (January 2001)

Persons seeking NCES finance information, publications, and data should visit the Internet (*http://nces.ed.gov/edfin*). For further information on the EFSC, contact:

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Elementary and Secondary Handbooks

The elementary and secondary handbooks are intended to promote the use of a standard education vocabulary and to encourage the maintenance of accurate and complete data by schools, districts, state and federal agencies, and other educational organizations. The data terms included in the handbooks reflect the best judgment of individuals representing all facets of education concerning what data might be needed in making appropriate, cost-effective, and timely decisions about elementary and secondary education.

The elementary and secondary handbooks are not data collection instruments. While they are careful to include data elements that can be used in meeting federal reporting requirements, many other practical data elements have been included as well. They are presented as a resource to those who plan and operate education information systems and others who are seeking comparable, technically acceptable, data definitions.

Student Data Handbook

Accurate and comprehensive information is needed to make appropriate decisions about students within both public and private schools. These information needs are being met in an increasing number of instances by automated management information systems that allow data to be used in a variety of ways. These information systems are effective only to the extent that data are entered consistently according to established terms and definitions.

This handbook focuses on the importance of consistency in how student data are defined and maintained at various levels within the education enterprise—from schools (both public and private) and school districts to state and federal agencies. In addition to providing data terms and "best practice" definitions, the handbook suggests how data might be organized in a student data system to promote timely and effective use of student information for student services. This handbook is compatible with the *Staff Data Handbook*. The *Student Data Handbook* was revised in 2000 and will be updated annually beginning in 2001.

Staff Data Handbook

Information about staff has an important role in the efficient and effective functioning of the education enterprise. Staffing information is needed for daily administrative purposes and for making long-term program and policy decisions. Staffing information can also be used to monitor efforts to improve the education system.

This handbook offers data terms and "best practice" definitions for elementary and secondary staff at various levels within the education enterprise—from schools (both public and private) and school districts to state and federal agencies. Instructional, administrative, and support staff categories are included. The handbook makes suggestions about how data might be organized in a staff data system. The format and content of this resource are compatible with those of the *Student Data Handbook.*

A Pilot Standard National Courses Classification System for Secondary Education

This handbook attempts to establish a common terminology, descriptions, and coding structure for course information at the secondary level of education. Ideally, it is intended to facilitate electronic and other communication among education agencies, enable questions about course taking to be answered at the national level with greater ease and precision, and provide a common methodology for researchers carrying out transcript studies.

The handbook presents a taxonomy that reflects a course's subject area, title, and level, as well as its credit and sequence (term, year) and several specific subject fields. In addition to providing course titles and "best practice" descriptions, the handbook makes suggestions concerning how information about courses can be maintained and reported.

Financial Accounting for Local and State School Systems

The *Financial Accounting* handbook defines the national standards for public education agencies to use in reporting financial data. The standards are intended for use by school districts in preparing their comprehensive annual financial reports that are submitted to SEAs and by SEAs in their reports to the Department.

The purpose of the handbook is to ensure that education finance data can be reported in a comprehensive and uniform manner. The handbook gives an overview of accounting systems and provides guidelines on setting up a chart of accounts for public education agencies. Specific funds, programs, functions, and objects, and their accounting costs are defined and organized in accordance with generally accepted accounting principles. The handbook provides the framework for collecting and reporting school finance data that are comprehensive and comparable. Revisions of the *Financial Accounting* handbook began in 1999 and will incorporate recently updated standards of the Government Accounting Standards Board (GASB).

Major Publications

Staff Data Handbook: Elementary, Secondary and Early Childhood Education (January 1995)

A Pilot Standard National Courses Classification System for Secondary Education (January 1995)

Financial Accounting for Local and State School Systems (Reprinted September 1997)

Student Data Handbook for Early Childhood, Elementary, and Secondary Education—Revised 2000 (February 2000)

For further information on the Elementary and Secondary Handbooks, contact:

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National Cooperative Education Statistics System

The National Cooperative Education Statistics System serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government. This system was begun in 1988, under the mandate of the Hawkins-Stafford Education Improvement Amendments (Public Law 100–297). Soon after, NCES established the National Forum on Education Statistics, an appointed group representing national, state, and federal interests in elementary/secondary education data to address issues of data policy and develop ways of improving data systems. The system also includes training and technical assistance efforts, such as the weeklong Fellows Program and two major annual professional conferences. It has been the means for NCES to work in collaboration with state and local educators to develop guidelines that provide assistance in data collection, reporting, and both the technical and policy aspects of maintaining student records.

National Forum on Education Statistics

The National Forum on Education Statistics is broadly representative of elementary/secondary education at all levels of policy. It is composed of representatives from NCES, the 50 states, the District of Columbia, 5 outlying territories, local education agencies, and professional associations and federal agencies involved in the collection and reporting of education statistics. The forum's primary mission is to work with NCES to improve the overall quality, timeliness, and comparability of education statistics across the nation. It puts into practice the goals of the National Elementary/Secondary Cooperative Statistics System, which was mandated by the Hawkins-Stafford Education Improvement Amendments of 1988 (Public Law 100–297) and continued in the 1994 Improving America's Schools Act.

Under the direction of its Steering Committee, the forum maintains three standing committees: the National Education Statistics Agenda Committee; the Technology, Dissemination, and Communication Committee; and the Policies, Programs, and Implementation Committee. At present, the forum is addressing such important issues as facilitating uniform development in state education information systems; promoting the adoption of guidelines and common definitions that will foster

best-practice procedures in many areas of data collection and reporting; and developing guidelines or handbooks for maintaining data about school finance, education facilities, education and administrative technology, and school crime, violence, and discipline. The group is an active partner with the Department in efforts to reduce redundancy across data collections and thereby lessen the burden of reporting. In addition to these efforts, the forum is available to respond to specific requests from the Commissioner of NCES and to raise issues and make recommendations of its own. By bringing federal and state representatives together to work cooperatively toward improving the quality of education statistics, the forum plays an important role in determining the future of our nation's education statistics system.

In 1990, the National Forum issued its first publication, *Guide to Improving the National Education Data System*. This guide contains 36 recommendations for improving the nation's elementary and secondary education statistics system. Other forum products include the SPEEDE/ExPRESS format (see description on next page) for transmitting student records electronically, guidelines for protecting the privacy of student records (with an accompanying brochure on this topic for parents), and reports on data needs in the areas of early childhood education and equity. The forum produced a format for reporting incidents of school crime, violence, and discipline (under revision), and handbooks for nontechnical policymakers to use in selecting education hardware, software, and networking services and security procedures (*Technology @ Your Fingertips* and *Safeguarding Your Technology*).

The forum is a means for providing technical assistance to states and encouraging the development of more efficient data systems. It sponsors a state-to-state personnel exchange and recommends to NCES innovative data projects to be supported under contract with SEAs. Reports of site visits assessing 33 SEA data systems in terms of their potential for increased automation are also available.

Major Publications

Recommendations of the Crime, Violence, and Discipline Reporting Task Force, National Education Statistics Agenda Committee, National Forum (December 1996)

The National Forum on Education Statistics (Policies and Procedures Manual) (July 1997)

Forum Report: Report of the Core Data Task Force—Report to NESAC (July 1997)

Protecting the Privacy of Student Education Records (March 1997)

Guidelines for Protecting the Privacy of Student Records (July 1997)

Spanish Version of "Protecting the Privacy of Student Education Records" (July 1997)

Basic Data Elements for Elementary and Secondary Information Systems (July 1997)

Technology @ Your Fingertips (December 1997)

Safeguarding Your Technology (September 1998)

The forum can be found on the Internet (*http://nces.ed.gov/forum*). For further information regarding the National Cooperative Education Statistics System, contact:

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SPEEDE/ExPRESS: Electronic Data Interchange for Education

Electronic Data Interchange (EDI) is the exchange of routine information in computer-processable format, covering such traditional applications as inquiries, payments, financial reporting, and education information.

Hard-copy transmission of educational information is costly and time consuming. Through EDI, education institutions, organizations, and agencies can reap the benefits of timely and accurate information, while avoiding costly error-prone data reentry. The translation and electronic transmission of this information can occur over networks in a matter of seconds.

EDI works on the principle of standard formatting. A standard format for different applications exists that spells out what information is included, where it is to be located, and in what form. This makes possible a common language among computers.

SPEEDE/ExPRESS has developed into a strong and focused single effort to develop EDI standards for education (elementary/secondary and postsecondary) and to promote their use. EDI standards that have already been developed or are currently being developed include student transcripts, personnel information, education institutional profiles, financial aid information, and survey-specific requests.

Among the direct and indirect benefits that users of EDI receive are reduction of paperwork and associated savings, faster transmission of critical educational administrative information, improvement in the reliability of information exchanged among educational entities, and more effective data management and reporting.

SPEEDE/ExPRESS can be found on the Internet (*http://nces.ed.gov/edi*). For further information on SPEEDE/ExPRESS, contact:

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Annual Meetings–Conferences

The NCES Data Conference, held in Washington, DC, each year at the end of July, includes presentations and workshops on current NCES surveys and national issues related to education statistics. New products, such as data sets on CD-ROM or electronic handbooks, are demonstrated, and hands-on training in their use is often available. This conference issues an open call for proposals, and thus reflects a wide range of topics and presenters. There is no registration fee and it is open to the public. The NCES Web Site (*http://nces.ed.gov/conferences*) gives full information about registration.

Each year NCES cosponsors a Management Information Systems (MIS) Conference with a host state. The purpose of this 3-day meeting, usually held in late February, is to encourage those who work with education MIS systems to share their innovations, developmental efforts, and issues with one another. A demonstration room is available to exhibit MIS software and programs in the public domain. Florida, California, Louisiana, and Texas have hosted past MIS conferences. The call for papers is issued in October or November of each year and, along with the conference announcement, is posted on the NCES Web Site.

For further information regarding the National Cooperative Education Statistics System's annual meetings and conferences, contact:

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Cooperative System Fellows Program

As part of its ongoing effort to increase cooperation among federal, state, and local education data collectors, and to improve the overall quality and timeliness of education statistics, NCES initiated the Cooperative System Fellows Program in 1990. Twice each year, Fellows are nominated by local, state, higher education, and library agencies across the country to convene in Washington, DC, for 1 week. The purpose is to provide the participants with an overview of the many NCES activities and to foster professional ties between education professionals and members of the federal statistical community.

During their stay, the Fellows take part in a series of planned activities, including presentations by NCES staff on its major data collections, reports, and dissemination practices; projects to automate state and local data systems; and efforts to integrate existing data collections. In addition, Fellows explore their own professional interests and objectives. During the week, mentors selected from NCES' staff work with the Fellows and lead discussions on various topics, answer questions, and offer guidance and advice. An effort is made to help the Fellows achieve their individual

program objectives. The Fellows Program is held in May and November of each year and includes approximately 30 Fellows at each session. There is no charge and NCES reimburses participants' expenses.

The Cooperative System Fellows Program can be found on the Internet (*http://nces.ed.gov/conferences*). For further information on all of the National Cooperative Education Statistics System's activities, contact:

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Plans for Elementary and Secondary Education

The core surveys of the NCES elementary and secondary program are the Common Core of Data (CCD), School and Staffing Survey (SASS), National Household Education Survey (NHES), and Private School Survey (PSS). Some topical supplements may be attached to these continuing surveys so that current data on key issues can be produced. The Fast Response Survey System (FRSS) collects additional topical data for policymakers within a short timeframe.

Beginning with the 1998–99 school year, the CCD began collecting an expanded set of information intended to greatly enhance the survey's usefulness as a sampling frame and provide baseline statistics on several programs of interest. States were asked to identify charter and magnet schools, schools that participate in Title I programs, and the numbers of migrant and limited-English-proficient students receiving special services. This additional information, coupled with the CCD's previous content and unique identifiers for every public school and agency, will make it possible to explore ways of merging information from different surveys and to reduce the chances that the same information will be requested on more than one federal survey, reducing response burden.

NCES is also currently analyzing CCD data to determine whether it is possible to convert dropout reports that do not follow NCES convention into the standard CCD format. If this can be done, beginning with data for the 1998–99 school year, the CCD will be able to produce both dropout and high school graduation rates for at least 30 states.

NCES expects to make changes to the finance surveys in response to the revised GASB standards. The final shape of these standards is not yet known.

SASS was redesigned for its administration in 1999–2000. The sample design and data collection methodology remained the same, but a new conceptual framework shifted the focus of SASS from teacher supply and demand to measurement of teacher and school capacity (the objectives of recent school reform agendas). Teacher capacity is defined by measures of teacher quality, teacher career paths (including induction experience), professional development, and classroom instructional practices. School capacity is defined by measures of school organization and decisionmaking.

curriculum and instruction, parental involvement, school safety and discipline, and school resources. Although the framework requires new item modules, important items from past surveys were retained for trend data. The Teacher Follow-up Survey will continue to be implemented 1 year after the SASS.

The NHES has become a source of many key indicators of the educational status of children. NHES:2001, which will be conducted in the spring of 2001, includes questionnaires on Early Childhood Program Participation and Before and After School Programs and Activities. Topics for NHES:2003 are likely to include School Readiness and Parent and Family Involvement in Education.

NCES will continue to support the collection of educational enrollment and attainment on an annual basis in the October Supplement to the Current Population Survey (CPS). An additional topical component regarding select education characteristics, grade repetition, language and English proficiency, and disability will be collected on a periodic basis. NCES is also working with other agencies to develop a CPS supplement on computer use. This will likely occur on an annual basis beginning in September 2001.

The School Survey on Crime and Safety (SSOCS) is a new survey sponsored by NCES that will collect information from school principals on crime and safety in U.S. elementary and secondary public schools. SSOCS was first administered in the spring of 2000. However, in many ways it will cover the same topics addressed by the Principal/School Disciplinarian Survey on School Violence conducted by NCES in 1997. Thus, some information on changes over time will be available with the 2000 survey. After that initial survey, NCES plans to conduct SSOCS every 2 years to provide continued updates on crime and safety in U.S. schools.

NCES is working on the Decennial Census School District 2000 Project. The project will use data from the 2000 census, 1999–2000 CCD, and the 2000 School District Financial Survey (F–33). The project will provide substantial social, economic, and demographic data on individual public school districts to data users, researchers, and policymakers.

The FRSS will continue to identify and report on issues of current interest. Studies being prepared now include Adult Services in Public Libraries, Survey of Arts in Elementary and Secondary Public Schools, Prekindergarten Programs in Public Schools, Survey of Alternative Schools and Programs, and continuing surveys on access to technology and the Internet in elementary and secondary schools nationwide. The FRSS recently completed a second survey on Teacher Training and Professional Development. This survey, completed in the summer of 2000, is intended to provide information for the Secretary of Education's biennial reports on Teacher Quality. These reports monitor progress toward meeting the goal of having dedicated and outstanding teachers in every classroom.

The National Cooperative Education Statistics System will continue to serve as the vehicle for improving the elementary and secondary data system across the nation. Under the National Forum on Education Statistics, it will sponsor projects in individual states to adopt common data standards and definitions, and to develop more efficient ways of collecting and reporting data electronically. Federal-state forum task forces will complete data standards or guidelines in the areas of reporting data about school facilities, protecting the privacy of education staff records, sharing data among different agencies, and identifying key data elements in the area of school finance that are needed to produce comparable and useful education indicators.

Table 2.—Data Collection Calendar for Elementary and Secondary Education

Surveys	Year of Data Collection															
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Common Core of Data																
Public School Survey	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Local Education Agency Universe	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
State Aggregate Nonfiscal Report	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
National Public Education Finance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
F–33 Survey of Local Governments (school district finance)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Early Estimates	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Schools and Staffing Survey (school year ending)																
School District Questionnaire		X			X						X				X	
School Principal Questionnaire		X			X						X				X	
Teacher Questionnaire		X			X						X				X	
School Questionnaire		X			X						X				X	
School Library-Media Center Questionnaire					X						X				X	
Teacher Follow-up Survey			X			X						X				X
Private School Survey			X		X		X		X		X		X		X	

Table 2.—Data Collection Calendar for Elementary and Secondary Education—Continued

Surveys	Year of Data Collection															
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
National Household Education Survey																
Early Childhood Education/Early Childhood Program Participation		X				X				X		X				X
Before and After School Program Participation Activities										X		X				X
School Readiness				X						X						
School Safety and Discipline				X												
Parent and Family Involvement in Education							X			X				X		
Civic Involvement							X			X						
Household Public Library Use							X									
Current Population Survey (October Supplement)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
School Crime Supplement to the National Crime Victimization Survey						X				X		X		X		X

4. POSTSECONDARY AND ADULT EDUCATION

Social, demographic, educational, and economic issues challenge postsecondary education today. Among the most critical are questions regarding access to postsecondary education for various populations, the effects of shifting enrollment patterns, the cost of postsecondary education, student financing of postsecondary education, education outcomes, the long-range financial outlook for colleges and universities, demand for and supply of qualified faculty and staff, and job opportunities for graduates.

The National Center for Education Statistics (NCES) program in postsecondary education provides statistical information used by planners, policymakers, and educators in addressing these issues. One major source of this information is the Integrated Postsecondary Education Data System (IPEDS), an annual series of surveys conducted by NCES that provides a variety of data on the nation's 10,600 public and private postsecondary institutions. Special studies of students, financial aid, postsecondary faculty, bachelor's degree recipients, and doctoral degree recipients complement IPEDS, as do surveys of the participation of the adult population in educational activities through the National Household Education Survey. In addition, postsecondary education transcript studies have been conducted in conjunction with the National Longitudinal Study of 1972, the High School and Beyond Study, the Baccalaureate and Beyond Longitudinal Study (see "National Longitudinal Studies" in chapter 6), and the Recent College Graduates Study. Another postsecondary longitudinal survey system, Beginning Postsecondary Students, also collects institutional and student data from postsecondary students over a period of several years (see "National Longitudinal Studies," chapter 6).

Data Uses

The NCES postsecondary education data systems provide information such as trends in enrollment and degree completion, patterns of expenditures and revenues of institutions, patterns of student financial aid, workload of faculty, and the relationship between educational experience and labor market outcomes. These data are used to describe the condition of postsecondary education and to monitor changes. Federal program staff have used IPEDS and student survey data to address policy issues on financial aid programs. Policymakers at the state and institutional levels have used IPEDS data for planning purposes. Government commissions have used these data to monitor compliance with federal legislation.

Thousands of requests for information, based on IPEDS and other postsecondary programs, are received by NCES each year. Those requesting data fall roughly into the following seven categories:

- federal agencies;
- state agencies;
- national and regional education associations;
- individual institutions;
- the media;

- the business community; and
- the general public.

Members of the executive branch, Congress and congressional committees, and a number of independent federal agencies use information from NCES on a regular basis. For example, an office of the legislative branch used IPEDS information to develop a profile of proprietary, less-than-2-year institutions. Several executive branch offices use the information to track baccalaureate and higher degree data by selected fields of study and minority status of degree recipients. An independent federal agency uses the information to track degree completions in engineering and scientific fields of study.

State higher education agencies regularly use the data to help determine salary and fringe benefit packages for their full-time instructional staff. Other state agencies use the completions and institutional data on an annual basis to evaluate the availability of specific career training programs. Several state agencies have used the residence and migration data to determine where their high school graduates enroll in postsecondary education institutions.

National and regional education associations annually request tabulations to determine enrollment patterns by racial/ethnic categories and fields of study, and finance data to review the economic health of postsecondary education institutions. Individual institutions use similar information at an institutional level for peer analyses and institutional planning purposes. These peer analyses range from comparing selected financial ratios to comparing proportions of minority student enrollments.

The media, business community, and general public use the information in a variety of ways. For example, one newspaper used the data to develop a major article that compares public 4-year institutions across selected states. Members of the business community have used degree completion data to target minority recruitment efforts in selected fields of study. The general public regularly requests information on which institutions offer degrees in specific fields of study.

Studies

Integrated Postsecondary Education Data System

IPEDS, established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and institutional price and student financial aid.

Design

Within IPEDS, postsecondary education is defined as "the provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for

high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes vocational and adult basic education programs."

Organizations that provide instructional programs as described in the definition above are considered institutions within the IPEDS universe if their primary purpose is the provision of postsecondary education. The size of the institution, diversity of program offerings, levels of awards, degree or certification curricula, type of accreditation, or other distinguishing criteria are considered characteristics of particular institutions. These criteria are not used to determine which institutions are included in or excluded from the IPEDS universe.

This universe of postsecondary education institutions is divided into the following three categories based on the highest degree awarded or the length of the longest program:

- baccalaureate or higher degree institutions;
- 2-year award institutions (that is, institutions must have at least a 2-year program, but less than a 4-year program); and
- less than 2-year institutions.

Each of these three categories is further disaggregated by type of financial control: public, private not-for-profit, and private for-profit. The resulting nine institutional categories are called "sectors" within the IPEDS universe and are used, in conjunction with their eligibility status, to determine which data collection items institutions complete.

Despite the diversity of institutions across these sectors, since institutions are the primary unit for data collection, institutional units must be defined as consistently as possible. IPEDS does not request separate reports from more than one component within an individual institution. However, separate branch campuses are asked to report as individual units; thus, each institution in a multi-institutional system and each separate branch in a multicampus system report separately. IPEDS defines a branch institution as "a campus or site that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized programs of study, not just courses." This last criterion is the most important. It means that at least one degree or award program can be completed entirely at the site, without requiring any attendance at the main campus or any other institution within the system.

The IPEDS universe of postsecondary institutions includes only those institutions that are open to the general public. Therefore, training sites at prisons, military bases, and corporations are not considered as separate institutions or branches in IPEDS, regardless of how the institutional system classifies such training sites. Data on enrollment, finance, and completions from such locations or training sites are to be incorporated into the data reported by the main campus or any other institution or branch campus in the system that is most appropriate.

With respect to postsecondary education provided in conjunction with hospitals, the intent of IPEDS is to include only those hospitals that contain one or more separate entities whose primary purpose is the provision of postsecondary education. A school of nursing or a school of radiology are two examples of such entities. Hospitals offering only internships or residency programs should not be included, nor should hospitals that only offer training as part of a medical school program. Training conducted as part of a medical school program should be included in the reports of the postsecondary institution offering the medical program. Hospitals operating more than one school are treated as a single postsecondary entity. This is consistent with the practice for other postsecondary

institutions, where NCES only requests reports for the institution as a whole, not separate reports for each program within the institution.

Since the definition of postsecondary education excludes noncredit continuing education programs and education units, organizational entities that provide only these educational services are not included as institutions. Schools whose only mission is to prepare students to take a particular test, such as the CPA examination or the Bar examination, are not included in IPEDS. These programs are not considered academic, vocational, or continuing professional. Organizations that offer training at many sites (such as H&R Block) may be consolidated into a single institutional unit when deemed appropriate by NCES. High schools with vocational programs are also excluded from IPEDS because their primary purpose is not postsecondary education.

Data Collection Principles

The collection of IPEDS data from this diverse universe of institutions is based upon several principles. First, data elements identify characteristics common to all providers of postsecondary education. Within these data elements, specific values define characteristics of different types of providers of postsecondary education.

Second, the data elements and the component surveys in IPEDS, through which they are collected, are interrelated to avoid duplicative reporting and to enhance the analytic potential of the database. For example, enrollment data from one survey can be used in conjunction with data on degrees granted, faculty, or financial resources from the other surveys. To deal with the problems of data comparability involved in interstate and interinstitutional comparisons, IPEDS includes questions that help clarify what is or is not included in a reported count or total.

Third, the surveys are compatible, but are adapted to meet the needs and characteristics of different sectors of postsecondary education providers. In general, the survey questionnaires for postsecondary institutions granting baccalaureate and higher degrees are the most extensive. Less data are requested from other institutions. This feature accommodates the varied operating characteristics, program offerings, and reporting capabilities of postsecondary institutions, while yielding comparable statistics for all institutions.

Prior to 1993, NCES sampled the private less-than-2-year sectors. However, the Higher Education Act of 1992 mandated the completion of IPEDS surveys in a timely and accurate manner for all institutions that participate, or are applicants for participation, in any federal student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 U.S.C. 1094(a)(17)). Thus, beginning in the 1993 survey year, NCES began to survey in detail all postsecondary institutions that met this mandate. Institutions that were not eligible to participate in federal student financial aid programs were asked to complete only the Institutional Characteristics survey.

Between 1993 and 2000, NCES continually improved the IPEDS data collection instruments and the list of institutions (universe) surveyed. There was a concerted effort to match files with the Office of Postsecondary Education (OPE) to ensure full coverage of all institutions having Program Participation Agreements (PPAs) with ED. Currently, IPEDS identifies and categorizes institutions according to whether or not they have a PPA with ED and their degree-granting status.

The IPEDS program was completely redesigned for the 2000–2001 academic year when the data collection converted from a paper-based data collection to a fully Web-based data collection system. The universe of postsecondary institutions was divided into two basic groups: those institutions with PPAs and all others. Institutions that do not have PPAs may complete the IPEDS online surveys, but there is no requirement to do so. In the near future, these institutions will be subject to a telephone survey to collect a minimum set of data items (Minimum Data Set (MDS)). Institutions with a PPA are required to complete IPEDS and are subject to extensive follow-up for nonresponse.

This new system tailors the forms and data items for each institution based on a series of screening questions. Thus, public institutions automatically receive a different finance form than private not-for-profit institutions; 4-year schools that have graduate programs are prompted for graduate-level enrollment; and institutions that do not enroll full-time first-time undergraduate level students are not asked to complete information on either the Student Financial Aid or Graduation Rate Surveys. All survey data are now collected using a Web-based system. Institutions may submit data in two ways: manual data entry or file upload. The survey data are requested at different times during the year; for 2000–2001, the first year of the Web collection, there are two phases.

Fall Collection

Components include:

- Institutional Characteristics;
- Completions; and
- Institutional Price.

Data were collected between September 1 and November 9, 2000.

Spring Collection

Components include:

- Enrollment (fall and full year);
- Age;
- Residence;
- Unduplicated Counts and Instructional Activity;
- Student Financial Aid;
- Finance and:
- Graduation Rates.

The data collection period extended from February 16 through April 5, 2000.

For the 2001–2002 academic year collections, NCES intends to add an additional winter collection to obtain information on faculty and staff.

IPEDS attempts to minimize institutional respondent burden by coordinating data collection with state education agencies (SEAs) and other federal offices and agencies that regularly collect data from institutions. These coordinating efforts include:

State agencies—In many states, IPEDS institutional data are provided by the state higher education agency from data collected on state surveys. Alternatively, state agencies may extract data from IPEDS surveys rather than conduct their own surveys.

Office for Civil Rights (OCR)—Racial/ethnic degree and enrollment compliance data are incorporated into IPEDS surveys and are provided annually to OCR.[1]

Equal Employment Opportunity Commission(EEOC)—In 1993, NCES began collecting fall staff data for EEOC in much the same way that data are collected for OCR.[2]

Office of Vocational and Adult Education—The Completions survey includes data in response to the Carl D. Perkins Vocational Education Act. IPEDS is also part of the Vocational Education Plan for Postsecondary Education (P.L. 98–524).

State occupational coordinating committees and career information systems—IPEDS Institutional Characteristics survey incorporates many data elements required by state Career Information Delivery Systems (CIDS), thereby reducing or eliminating the need for these organizations to conduct their own surveys.

Components

Institutional Characteristics—Address, telephone number, room and board charges, tuition, required fees, control or affiliation, calendar system, levels of awards offered, types of programs, and accreditation. Short form used in odd-numbered years collects minimal data for universe maintenance and student charges; full form used in even-numbered years. In addition, the survey collects price information: tuition and fees, room and board, books and supplies, and other expenses that a full-time, first-time degree- or certificate-seeking undergraduate student would expect to pay when entering the institution. This "sticker price" information is made available to prospective students, parents, counselors, and others on a user-friendly Web Site—College Opportunities On-Line (IPEDS COOL) (*http://nces.ed.gov/ipeds/cool*).

Completions—Degree completions by level (associate's, bachelor's, master's, doctor's, and first-professional) and other formal awards by length of program, race/ethnicity and gender of recipient, and 6-digit Classification of Instructional Programs (CIP) code. Completion data by race/ethnicity at the 2-digit CIP level became an annual collection in 1990; beginning in 1995, race/ethnicity data were collected at the 6-digit CIP level.

Fall Enrollment—Full- and part-time enrollment by level (undergraduate, first-professional, and graduate) and by race/ethnicity and gender of student. Beginning in 1990, racial/ethnic data were collected annually. (Prior to 1990, racial/ethnic data were collected in even-numbered years.) Age distributions are collected in odd-numbered years; data on state of residence of first-time

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[1]The Office for Civil Rights is required to monitor compliance with U.S. Department of Education regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any Department regulations implementing Title IX of the Education Amendments of 1972. In addition, the collection of racial/ethnic data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act. The reporting of these mandated data is incorporated into IPEDS.

[2]The collection of fall staff data from institutions with 15 or more full-time staff is mandated by P.L. 88–352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (29 CFR 1602, subparts O, P, and Q).

freshmen (first-time, first-year students) are collected in even-numbered years. Four-year institutions are also required to complete enrollment data by level, race/ethnicity, and gender for nine selected fields of study in even-numbered years for OCR. In addition, the enrollment survey now collects the instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time equivalent (FTE) enrollment statistic for the entire academic year. FTE is useful for gauging the size of the educational enterprise at the institution.

Graduation Rate Survey—Data on the number of students entering the institution as full-time, first-time, degree- or certificate-seeking students in a particular year (cohort), by race/ethnicity and gender; number completing their program within 150 percent of normal time to completion; number transferred to other institutions; and number of students receiving athletically related student aid in the cohort and number completing within 150 percent of normal time to completion. Worksheets automatically calculate rates, including average rates over 4 years. This survey was developed to help institutions comply with requirements of the Student Right-to-Know Act.

Fall Staff—Number of full-time faculty by racial/ethnic category, gender, contract length, and salary class intervals; number of other persons employed full time by racial/ethnic category, primary occupational activity, and salary class intervals; number of part-time employees by primary occupational activity, racial/ethnic category, and gender; and tenure of full-time faculty by academic rank and new hires by primary occupational activity, both by racial/ethnic category and gender. Beginning with the 1993 survey year, Fall Staff replaced the EEO-6 survey conducted by the EEOC.

Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty—Number of full-time instructional faculty by rank, gender, tenure status, and length of contract; total salary outlay; and fringe benefits and number of full-time instructional faculty covered by these benefits. The survey became annual in 1990.

Financial Statistics—Revenues by source (e.g., tuition and fees, government, private gifts); current fund expenditures by function (e.g., instruction, research, plant maintenance and operation); physical plant assets and indebtedness; and endowment investments. Survey forms differ substantially for public and private institutions because of different accounting standards.

Student Financial Aid—Numbers used by the financial aid office to determine eligibility for student financial aid, including tuition and fees (in-district, in-state, and out-of-state); room and board (on-campus, off-campus, and off-campus with family); books and supplies; and other expenses. Also, number of entering students, number receiving financial aid, and average amount of aid received by type.

Special Features

State Coordinator workshops—These are conducted on an annual basis, usually in the spring. A full-day workshop is planned to provide IPEDS State Coordinators and other interested parties with up-to-date information on IPEDS, plans for the future, anticipated changes, and other issues of interest. This forum allows for exchanges of ideas and practices and a general sharing of information among the various state coordinators, federal agencies, and educational association representatives.

Regional workshops—Through a grant to the Association for Institutional Research, IPEDS funds a series of regional workshops to provide institutional respondents with training on the new Web-based data collection. These are generally held in conjunction with regional meetings or in various key cities across the nation to allow respondents to attend one close to their institution's location.

College Opportunities On-Line (IPEDS COOL)—In response to the Higher Education Amendments of 1998, NCES developed a Web Site to provide up-to-date statistics on a broad range of postsecondary institutions for easy access by consumers. The site presents data on institution prices, financial aid, enrollment, degrees and awards conferred, accreditation, and types of programs that are offered by the institution. IPEDS COOL is designed to help college students, future students, and their parents understand the differences among colleges and how much it costs to attend college.

IPEDS Peer Analysis System—This new feature enables a user to easily compare one institution of the user's choosing to a group of peer institutions by generating reports using selected IPEDS variables of interest. The user may create a group of peers or have the system create it.

For further information on IPEDS, contact:

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National Household Education Survey (Adult Surveys)

The National Household Education Survey (NHES) is the first general-purpose survey conducted by NCES to collect education data through a household-based survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys and from administrative records data through surveys of school districts and SEAs. With a household-based survey, NHES has the potential to address many issues in education that have not been addressed previously by NCES data collection activities, such as early childhood care arrangements and education, children's readiness for school, parent involvement in education, and civic involvement.

Full-scale NHES collections have been conducted in the spring of 1991, 1993, 1995, 1996, and 1999. Topical surveys on Adult Education and Lifelong Learning were collected in 1991, 1995, and 1999. The Adult Civic Involvement survey was conducted in 1996. Surveys covering the following topics have also been conducted: Youth Civic Involvement (NHES:96 and NHES:99), Early Childhood Education and School Readiness (NHES:91, NHES:93, NHES:95, and NHES:99), Household Public Library Use (NHES:96), Parent and Family Involvement in Education (NHES:96 and NHES:99), and School Safety and Discipline (NHES:93) (see chapter 3, "Elementary and Secondary Education"). NHES will be conducted again in the spring of 2001 and 2003, and periodically thereafter. NHES:2001 will include three surveys: Adult Education and Lifelong

Learning; Early Childhood Program Participation; and a new survey, Before and After School Programs and Activities.

Design

The NHES is designed as a mechanism for collecting detailed information on educational issues from a relatively large and targeted sample of households in a timely fashion. Households are selected using random-digit-dialing methods and data are collected using CATI procedures. The sample for the NHES is drawn from the civilian population in households having a telephone in the 50 states and the District of Columbia.

In each NHES, between 44,000 and 64,000 households are screened, and individuals within each household who meet predetermined criteria are sampled for more detailed or extended interviews. The data are weighted to permit estimates of the entire population. The NHES survey for a given year typically consists of a screener questionnaire that collects household composition and demographic data and two to three substantive surveys addressing education-related topics. Generally, between 10,000 and 15,000 interviews are obtained for each survey.

One of the goals of the NHES is to produce reliable estimates of the characteristics of children's and adults' educational experiences for that targeted population and for domains defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring education trends over time. Therefore, the NHES design oversamples minorities in order to increase the reliability of estimates for these groups.

Another goal of the NHES is to monitor educational activities over time. The NHES has collected data by repeating topical surveys on a rotating basis in order to provide comparative data across survey years (with the exception of NHES:93 School Safety and Discipline and NHES:96 Household Public Library Use surveys). Each administration of the NHES has benefited from experiences with previous cycles, resulting in enhancements to the survey procedures and content. Thus, while the survey affords the opportunity for tracking phenomena over time, it is dynamic in addressing new issues and including conceptual and methodological refinements.

A design feature implemented in NHES:96 was the collection of demographic and educational information on members of all households rather than just those households that were potentially eligible for a topical survey. This expanded screening feature included a brief set of questions on the use of public libraries. The total household sample size was large enough to produce state estimates for these brief topical questions.

In 1999, the NHES was designed as a special end-of-decade collection to measure key topics covered in previous NHES surveys. These topics included Early Childhood Education and School Readiness, Parent and Family Involvement in Education, Civic Involvement, and Adult Education and Lifelong Learning.

Surveys

Adult Education and Lifelong Learning Surveys (NHES:91, NHES:95, and NHES:99)—Adult Education and Lifelong Learning Surveys were conducted in 1991, 1995, and 1999. Samples of 14,892, 19,722, and 6,679 adults were interviewed in 1991, 1995, and 1999, respectively. Information on the following topics was collected for the Adult Education and Lifelong Learning

Surveys: participation in adult education activities in the previous 12 months and characteristics of participants; main reasons for participation; subject matter, duration, sponsorship, purpose, and cost of course; and in 1991 and 1995, barriers to participation of sampled nonparticipants.

Adult Civic Involvement Survey (NHES:96)—In 1996, 2,250 adults were interviewed for this survey. Information on the following topics was collected for the Adult Civic Involvement Survey: availability of reading materials in the home, sources of information on politics and national issues, participation in the community and civic activities, political attitudes, knowledge of the government, and opinions about improving public education.

Major Publications

E.D. TAB: Adult Civic Involvement in the United States (March 1997)

Participation of Adults in English as a Second Language Classes: 1994–95 (July 1997)

Employer Aid for Postsecondary Education (July 1999)

Participation in Adult Education in the United States: 1998–99 (November 1999)

Data Files

1991, 1993, 1995, and 1996 National Household Education Surveys: CD-ROM (July 1997)

1991, 1993, 1995, 1996, and 1999 National Household Education Surveys: CD-ROM (Forthcoming)

NHES: 91/93/95/96/99 Electronic Codebook (ECB) User's Guide (July 2000)

NHES can be found on the Internet (*http://nces.ed.gov/nhes*). For further information on NHES, contact:

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National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of students enrolled in less-than-2-year institutions, community colleges, 4-year colleges, and major universities located in the United States and Puerto Rico. Undergraduate, graduate, and first-professional students who receive financial aid, as well as those who do not receive aid, participate in the NPSAS.

The NPSAS collects information on student demographics, family income, education expenses, employment, education aspirations, parental demographic characteristics, parental support, and how students and their families meet the costs of postsecondary education. In addition to describing characteristics of students enrolled in postsecondary education, the results are used in part to help determine future federal policy regarding student financial aid.

The first NPSAS was conducted during the 1986–87 school year. Data were gathered from institutional records on about 60,000 students at 1,100 colleges, universities, and other postsecondary institutions. About 43,000 of these students and 13,000 parents also completed questionnaires.

During 1989–90, information from institutional records on about 69,000 students at 1,130 postsecondary institutions was collected. About 51,400 students and 16,000 parents also completed computer-assisted telephone interviews.

During 1992–93, information from institutional records on about 77,000 students at 1,000 postsecondary institutions was collected. About 52,000 students and 12,500 parents were interviewed by telephone.

The 1995–96 NPSAS has a smaller sample due to budget constraints. Institutional administrative records data were collected on about 60,000 students at 830 institutions. About 31,000 students were interviewed by telephone.

These data provided information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Following each survey, NCES publishes three major reports: *Undergraduate Financing of Postsecondary Education, Student Financing of Graduate and Professional Education, and Profile of Undergraduates in American Postsecondary Institutions*. Data from the 1999–2000 NPSAS will be available by late 2001.

Design

With the increased use of technology, the design for the NPSAS sample has changed over the years. The 1995–96 design no longer involves an initial sample of geographic areas and institutions within geographic areas. To be eligible for inclusion in the institutional sample, an institution must satisfy the following conditions:

- offer an education program designed for persons who have completed secondary education;
- offer an academic, occupational, or a vocational program;
- offer access to persons other than those employed by the institution;
- offer more than just correspondence courses;

- offer at least one program lasting 3 months or longer; and
- be located in the 50 states, the District of Columbia, or Puerto Rico.

Additional information on the sample design for each NPSAS is described in the *Methodology Report* for each cycle.

NPSAS data come from multiple sources, including institutional records and student and parent interviews. Detailed data concerning participation in student financial aid programs are extracted from the U.S. Department of Education's financial aid application system, the National Student Loan Data System, and institutional records. In 1986–87, family circumstances, demographic data, and plans and aspirations were collected using student and parent questionnaires. Beginning with the 1989–90 NPSAS, student and parent data were collected using CATIs.

The 1986–87 NPSAS sampled students enrolled in the fall of 1986. Beginning with the 1989–90 NPSAS, students enrolled at any time during the year were eligible for the study. This design change provided the data necessary to estimate full-year financial aid awards.

Beginning with the 1989–90 survey, the NPSAS included a longitudinal component and collected baseline data for a specified cohort of students. Students who began their postsecondary education during 1989–90 were interviewed in 1992, and again in 1994, to examine such issues as persistence and effects of financial aid on subsequent enrollment. Students who graduated with a baccalaureate degree during 1992–93 were surveyed in 1994, and again in 1997, to examine issues such as the transition from college to work and access to graduate school. Students who began in 1995–96 were followed in 1998 and 2001. These longitudinal surveys, known as the Beginning Postsecondary Students Longitudinal Study and the Baccalaureate and Beyond Longitudinal Study, are described more thoroughly in chapter 6.

The NPSAS covers a number of topics of interest to policymakers, educators, and researchers. For example, the NPSAS analyzes the participation of students in financial aid programs. The goal is to identify institutional, student, family, and other characteristics related to program participation. Special population enrollment in postsecondary education is also analyzed. These populations include students with disabilities, racial/ethnic minorities, students taking remedial-developmental courses, students from families with low incomes, and older students. Another component of the NPSAS is the study of the distribution of students by major field of study. Major fields of particular interest include mathematics, science, and engineering, as well as teacher preparation and health studies. The NPSAS generates data on factors associated with choice of postsecondary institution, participation in postsecondary vocational education, parental support for postsecondary education, and occupational and educational aspirations.

Components

Student Records (from institutional records)—Year in school, major field of study, type and control of institution, attendance status, tuition and fees, admission tests scores, financial aid received, price of attendance, student budget information and expected family contribution for aided students, grade point average, age, and date first enrolled.

Student Telephone Interview—Financial aid at other schools attended during year, other sources of financial support, reasons for selecting the school they are attending, current marital status,

age, race/ethnicity, sex, highest degree expected, employment and income, voting in recent elections, and community service.

Parent Interview (limited sample of some students/parents for NPSAS:87 through NPSAS:93 only)—Parents' marital status, age, highest level of education achieved, income, amount of financial support provided to children, types of financing used to pay children's educational expenses, occupation, and industry.

Major Publications

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1995–96: With an Essay on: Undergraduates Who Work (May 1998)

First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education (June 1998)

Choosing a Postsecondary Institution (November 1998)

Student Financing of Undergraduate Education: 1995–96, With an Essay on Student Loans (November 1998)

Data Files

CD-ROM: NPSAS:87 and Electronic Codebook (October 1995)

CD-ROM: National Postsecondary Student Aid Study: 1992–93 Data Analysis System Public Use File (December 1995)

CD-ROM: NPSAS: National Postsecondary Student Aid Study: 1995–96 (July 1998)

The NPSAS can be found on the Internet (*http://nces.ed.gov/npsas*). For further information on the NPSAS, contact:

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National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was developed in response to a continuing need for data on faculty and instructors. An institution's faculty often determine curriculum content, student performance standards, and the quality of students' preparation for careers. Through their research, development, and public service activities, faculty members make valuable contributions to society. For these reasons, it is essential to understand who they are; what they do; and whether, how, and why they are changing. The NSOPF was designed to provide data about faculty to postsecondary education researchers, planners, and policymakers. The NSOPF is currently the most comprehensive study of faculty in postsecondary educational institutions.

The NSOPF contains data that can be applied to policy and research issues related to postsecondary faculty. For example, the NSOPF can be used to analyze whether the postsecondary labor force is declining or increasing. NSOPF data can also be used to analyze faculty job satisfaction and how it correlates with an area of specialization, how background and specialization skills relate to present assignments, and the relationship of academic rank and outside employment. Benefits and compensation can also be studied across institutions, and faculty can be aggregated by sociodemographic characteristics.

Design

The first cycle of NSOPF was conducted by NCES with support from the National Endowment for the Humanities (NEH) in 1987–88 (NSOPF:88) with a sample of about 500 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty.

The second and third cycles of NSOPF were conducted by NCES with support from NEH and the National Science Foundation in 1992–93 (NSOPF:93) and 1998–99 (NSOPF:99), respectively. NSOPF:93 and NSOPF:99 were limited to surveys of institutions and faculty, but with substantially expanded samples of about 975 colleges and universities, and 30,000 faculty and instructional staff. NSOPF:88 was limited to faculty and staff who had some instructional responsibilities (e.g., teaching one or more courses for credit, supervising thesis or dissertation committees, individualized instruction), while NSOPF:93 and NSOPF:99 included these individuals, as well as faculty who had no instructional responsibilities (e.g., those engaged exclusively in research, administration, or public service). Faculty status was determined by each institution.

A two-stage stratified random sample design was used for all three studies. The first-stage sampling frame consisted of a subset of postsecondary institutions drawn from the IPEDS universe. The subset of institutions included all public and private, not-for-profit U.S. postsecondary institutions that granted a 2-year or higher degree. A modified Carnegie classification was used to stratify institutions by type and control. The second-stage sampling frame consisted of a subset of faculty and instructional staff drawn from lists of faculty and instructional staff provided by the institutions selected in the first-stage sampling. This subset of faculty and instructional staff was surveyed by mail, with CATI nonresponse follow-up. In addition, Web versions of the questionnaires were made available for NSOPF:99.

All three studies gathered information regarding the backgrounds, responsibilities, workloads, salaries, benefits, attitudes, and future plans of both full- and part-time faculties. In addition, information was gathered from institutional- and department-level respondents (department-level data collected in 1988 only) on such issues as faculty composition, turnover, recruitment, retention, and tenure policies.

Components

Institutional Survey (1988, 1993, and 1999)—Counts of faculty, hires and departures, employment and tenure status, policies regarding tenure, retirement, and benefits for faculty.

Department Chairperson Survey (1988 only)—Faculty composition in department, tenure status of faculty in department, faculty hires and departures in department, hiring practices, activities to assess faculty performance, and professional and developmental activities.

Faculty Survey (1988, 1993, and 1999)—Social-demographic characteristics; academic and professional background; field of instruction; employment history; current employment status, including rank and tenure; workload; courses taught; publications; job satisfaction and attitudes; career and retirement plans; and benefits and compensation.

Major Publications

1993 National Study of Postsecondary Faculty (NSOPF:93): Institutional Policies and Practices Regarding Faculty in Higher Education (December 1996)

America's Teachers: Profile of a Profession, 1993–94 (July 1997)

Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities (October 1997)

1993 NSOPF Methodology Report (October 1997)

Retirement and Other Departure Plans of Instructional Faculty and Staff in Higher Education Institutions (December 1997)

Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992 (September 1997)

1993 National Study of Postsecondary Faculty (NSOPF:93) Data File User's Manual Public-Use Institution File and Restricted-Use Faculty File (October 1997)

1993 National Study of Postsecondary Faculty (NSOPF:93) User's Manual Public-Use Faculty and Institution Data (December 1997)

New Entrants to the Full-Time Faculty of Higher Education Institutions (October 1998)

1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report (January 2000)

Salary, Promotion, and Tenure Status of Minority and Women Faculty in U.S. Colleges and Universities (March 2000)

Instructional Faculty and Staff in Higher Education Institutions Who Taught Classes to Undergraduates: Fall 1992 (May 2000)

Instructional Faculty and Staff in Public 2-year Colleges (June 2000)

Data Files

1993 NSOPF Revised Restricted Faculty File (January 1997)

National Study of Postsecondary Faculty NSOPF:88/93: Public Access Data Analysis System (DAS) (March 1997)

1993 NSOPF Public Release Faculty File (February 1998)

The NSOPF can be found on the Internet (*http://nces.ed.gov/surveys/nsopf*). For more information on the NSOPF, contact:

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Survey of Earned Doctorates Awarded in the United States

This survey has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920s. It is conducted by the National Science Foundation and is supported by NCES, as well as several other federal agencies, including the National Science Foundation, NEH, the U.S. Department of Agriculture, and the National Institutes of Health.

From the Survey of Earned Doctorates data, it is possible to determine whether the number of doctoral recipients is increasing or decreasing, by field of study. The various sources of financial aid for doctoral students can be assessed, as can the average time it takes to complete the degree. Future or present employment can be studied, which is useful to postsecondary institutions and research facilities. Trend data on who is receiving doctorates by sex, race/ethnicity, and other characteristics can also be analyzed.

Design

Survey forms are mailed to graduate deans each May for distribution to individuals receiving their doctorates between July 1 and June 30 of the next year. The data are collected, edited, and published by the National Opinion Research Corporation (NORC). Each year, NORC publishes general survey results in a summary report. NORC also provides detailed tabulations to each sponsoring agency.

Component

Survey of Earned Doctorates—Sex, age, race/ethnicity, marital status, citizenship, disabilities, dependents, specialty field of doctorate, all institutions attended from high school to completion of doctorate, time spent in completion of doctorate, source of financial support for graduate study, education debt incurred, postdoctoral plans, and educational attainment of parents.

The Survey of Earned Doctorates can be found on the Internet (*http://www.nsf.gov/sbe/srs/ssed/start.htm*). For more information on the Survey of Earned Doctorates, contact:

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Postsecondary Education Quick Information System

Policy analysts, program planners, and decisionmakers in postsecondary education frequently need data on emerging issues quickly. It is not always feasible for NCES to use its large, recurring surveys to provide such data, due to the length of time required to implement large-scale data collection efforts. NCES established the Postsecondary Education Quick Information System (PEQIS) in 1991 to collect timely data on focused issues needed for program planning and policy development with a minimum burden on respondents. Recent survey topics include distance learning, remedial education, campus crime and security, finances, and accommodation of disabled students. In addition to obtaining information on emerging issues, PEQIS surveys are used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys.

Design

PEQIS employs a standing sample (panel) of approximately 1,500 postsecondary education institutions and a panel of 51 state higher education agencies. PEQIS is designed to conduct brief surveys of postsecondary institutions or state higher education agencies on topics of national importance. Surveys are generally limited to two or three pages of questions, with a response burden of about 30 minutes per respondent. The sampling frame for the PEQIS panel recruited in 1992, was constructed from the 1990–91 IPEDS Institutional Characteristics file. The PEQIS frame included 2- and 4-year (including graduate-level) institutions (both institutions of postsecondary education and other postsecondary institutions), and less-than-2-year institutions of higher education located in the 50 states, the District of Columbia, and Puerto Rico. The PEQIS sampling frame was stratified by instructional level (4-year, 2-year, less-than-2-year), control (public, private not-for-profit, and private for-profit), highest level of offering (doctor's/first professional, master's, bachelor's, and less than bachelor's), total enrollment, and status as either an institution of higher education or other postsecondary institution. Within each of the strata, institutions were sorted by region (Northeast, Southeast, Central, and West), whether the institution had a relatively high minority enrollment, and whether the institution had research expenditures exceeding $1 million.

Each institution in the PEQIS panel was asked to identify a campus representative to serve as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and forwarding the questionnaire to that person.

Major Publications

Remedial Education at Higher Education Institutions in Fall 1995 (October 1996)

Campus Crime and Security at Postsecondary Education Institutions (February 1997)

Distance Education in Higher Education Institutions (November 1997)

Issue Brief: Distance Education in Higher Education Institutions: Incidence, Audience, and Plans to Expand (February 1998)

An Institutional Perspective on Students with Disabilities in Postsecondary Education (August 1999)

Distance Education at Postsecondary Education Institutions: 1997–98 (December 1999)

For more information on PEQIS, contact:

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Other Activities

National Postsecondary Education Cooperative

The National Postsecondary Education Cooperative (NPEC) is one of three cooperatives created by Congress and supported by NCES. NPEC is a voluntary partnership of governmental and nongovernmental providers and users of education data. Its mission is "to identify and communicate ongoing and emerging issues germane to postsecondary education; and to promote the quality, comparability, and utility of postsecondary data and information that support policy development, implementation, and evaluation." NPEC consists of a Council with approximately 135 members representing agencies, organizations, and associations from all sectors of the postsecondary community, including public, not-for-profit, and proprietary institutions; state postsecondary agencies; state and regional organizations; national postsecondary associations; and federal offices with an interest in postsecondary education. Members are nominated to the Council by state agencies and postsecondary associations. Members serve a 3-year term, with one-third of the membership rotating each year.

Project activities include an annual meeting of the Council and meetings of working groups and subcommittees of the NPEC Steering Committee. These meetings help the Council reach its goals

and manage its membership and communications activities. The Steering Committee generally approves three to five new projects per year. Since its first Council meeting in November 1995, NPEC activities have included a Delphi study to identify the future trends affecting postsecondary education and two invitational policy panels to discuss the data implications of definitions of access and technology-mediated instruction. More recent activities include participating in a collaborative effort with NCES on the IPEDS redesign activity (*http://nces.ed.gov/npec/answers*), a guide to information about national data sets at the postsecondary level, and the development of several long-term projects focused on NPEC's five strategic areas: student outcomes, access, cost, finance and productivity, and data infrastructure and relationships.

NPEC has established a Web Site within the NCES site and has produced several publications, two videos, and an interactive "Sourcebook" on assessment information. Other products include the NPEC brochure; a quarterly newsletter, *NPEC Notes*; and a monthly e-mail note, "NPEC In Touch," which is sent to members and alumni.

Major Publications

Enhancing the Quality and Use of Student Outcomes Data (September 1997)

Student Outcomes Information for Policy-Making (November 1997)

Better Decisions Through Better Data (January 1998)

Unit Record Versus Aggregate Data: Perspectives on Postsecondary Education Data Collection, Retention, and Release (April 1998)

Technology and its Ramifications for Data Systems (August 1998)

Reconceptualizing Access in Postsecondary Education (August 1998)

Best Practices for Data Collectors and Data Providers (January 1999)

Recommendations of the Policy Panel on Racial/Ethnic Data Collection (February 1999)

Definitions and Assessment Methods for Critical Thinking, Problem Solving, and Writing (August 2000)

NPEC can be found on the Internet (*http://nces.ed.gov/npec*). For more information about NPEC, contact:

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NCES–State Postsecondary Education Coordination Network

This project provides coordination and communication between NCES and SEAs to enhance and expedite NCES data collection and dissemination activities. Project activities include meetings with the Network Steering Committee and an annual national meeting and IPEDS workshop with State

Higher Education Executive Officers (SHEEO) Network representatives. This network issues a quarterly bulletin containing information about NCES and state activities. It also provides an advisory service summarizing developing postsecondary education issues and related data needs. Additionally, the network maintains a library service providing information about state and federal postsecondary education data collections. There is also a personnel exchange service that provides funds for staff of state higher education agencies to meet each other and share technical assistance information regarding their data collection and dissemination efforts.

For more information on SHEEO, contact:

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IPEDS Workshops

State Coordinator Workshops—These are conducted on an annual basis, usually in the spring. A full-day workshop provides IPEDS State Coordinators and other interested parties with up-to-date information on IPEDS, plans for the future, anticipated changes, and other issues of interest. This forum allows for exchange of ideas and practices, and a general sharing of information among the various state coordinators, federal agencies, and education association representatives.

Regional workshops—IPEDS staff conduct regional workshops on an as-needed basis. These are generally held when new surveys (such as the Graduation Rate Survey) are implemented or when significant changes are made to the survey forms that warrant training of institutional respondents. Workshops are held in various key cities across the nation to allow respondents to attend one close to their institution's location. Attendees are provided with materials such as new survey forms, *Guidelines for Survey Respondents*, and frequently asked questions and answers to help them understand the changes and the new requirements. Regional workshops were last held in 1993 (for all IPEDS surveys) and in 1997 (for the Graduation Rate Survey).

Cooperative System Fellows Program—In 1990, NCES initiated the Cooperative System Fellows Program as part of its ongoing effort to increase cooperation among federal, state, and local education data collectors and to improve the overall quality and timeliness of education statistics. Twice each year, Fellows nominated by local, state, higher education, and library agencies across the country convene in Washington, DC, for 1 week. The purpose is to provide the participants with an overview of the many NCES activities and to foster professional ties between education professionals and members of the federal statistical community.

During their stay, Fellows take part in a series of planned activities, including presentations by NCES staff on NCES major data collections, reports, and dissemination practices; projects to automate state and local data systems; and efforts to integrate existing data collections. In addition, Fellows explore their own professional interests and objectives. During the week,

mentors selected from NCES staff work with Fellows and lead discussions on various topics, answer questions, and offer guidance and advice. An effort is made to help Fellows achieve their individual program objectives. The Fellows Program is held in May and November of each year, and includes approximately 30 Fellows at each session. There is no charge and NCES reimburses participants' expenses.

Postsecondary Handbooks

NCES develops, disseminates, and encourages the use of handbooks to promote commonality and consistency in the data elements and definitions that are used to define, measure, and report postsecondary education data. This activity is an important part of NCES efforts to improve the quality and comparability of education data.

Handbooks have been an integral part of the NCES postsecondary program since the late 1960s. In 1966, NCES established a common language that higher education institutions could use to record and report on major fields of study. This language, codes from the Higher Education General Information Survey (HEGIS), evolved into the CIP that encompasses not only the academic programs included in the HEGIS program codes, but vocational and occupational program codes as well. The CIP was implemented in 1986 with the beginning of IPEDS and revised in 1990. It forms the basis for the IPEDS Completion report. A revision of the 1990 CIP is currently under way and should be completed in 2001.

In 1973, NCES published the *Higher Education Facilities Inventory and Classification Manual*. This manual, initially developed by a group of facilities experts, evolved through several versions and was issued and used with the approval of professional groups, state agencies, and institutional associations. Last published in 1974, the manual was widely used and adapted. In recognition of the fact that planning for and use of facilities had changed significantly and many states and institutions were beginning to devise their own classification structures, SHEEO assembled a Working Group on College and University Facilities in 1989. The work of these groups resulted in the *1992 Postsecondary Education Facilities Inventory and Classification Manual (FICM)*. The 1992 *FICM* provides a common framework and coding structure for use in collecting and reporting inventory data on postsecondary institution buildings and on the space within those structures, primarily rooms. The manual also suggests to institutions a pattern for compiling essential data on their physical facilities, and provides a set of common building definitions and room codes so that reported data are reasonably consistent and comparable across institutions and states.

NCES has published the first handbook on faculty and staff in postsecondary institutions. The *1998 Human Resources in Postsecondary Institutions Handbook* provides postsecondary institutions with coding structures, data element definitions, analytic conventions, and recommendations for developing and maintaining a central data file on the institution's faculty and staff that will be useful for resource and policy analysis and planning at the institutional level. This handbook, as with all other NCES handbooks and manuals, was developed in conjunction with a technical panel of experts in the field of faculty and human resource issues and problems. One objective in developing this handbook was to provide institutions with the necessary tools to report high-quality data to the IPEDS Staff and Salary surveys, and to facilitate their participation in the NSOPF.

The development of the *Postsecondary Student Handbook* is a cooperative effort among NCES, SHEEO, and the American Association of Collegiate Registrars and Admissions Officers. The primary objective of this handbook is to promote commonality and consistency in the data elements and definitions that are used to define, track, measure, and report postsecondary student data. The handbook identifies a comprehensive and uniform set of data elements, definitions, and coding descriptors to use in postsecondary student record-keeping systems. The handbook also provides recommendations for standardizing the methods and practices by which data on students are collected, reported, and exchanged; suggests a framework for developing or upgrading student tracking systems; and identifies and promotes sound practices for institutional reporting to state and federal agencies. This handbook will be published in 2001.

CIP:2000, the *1998 Human Resources in Postsecondary Institutions Handbook*, and the *Postsecondary Student Handbook* will all be available as searchable databases at the NCES Web Site.

Major Publication

Handbook on Human Resources: Recordkeeping and Analysis (May 1998)

For further information on the NCES postsecondary education handbook program, contact:

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Plans for Postsecondary and Adult Education

NCES has redesigned IPEDS to convert data collection from paper forms to a Web-based system. Changes in collection procedures, data elements, timing, and processing will be phased in through 2001.

IPEDS will continue to provide a sampling frame for other postsecondary surveys, such as the ongoing NPSAS and NSOPF. PEQIS will be used to collect data for addressing emerging and focused issues that the ongoing data collection systems are unable to provide. PEQIS surveys being planned or implemented include Distance Education, Students with Disabilities in Postsecondary Education, Faculty Workload, and Non-Credit Course Offerings.

Some postsecondary institutions use an automated data system for a nationwide electronic records transfer system. The Standardization of Postsecondary Education Electronic Data Exchange developed a set of data elements and definitions in American National Standards Institute format to be used in the pilot electronic transfer of student records among postsecondary institutions. Data elements are included in five different areas: demographics, academic history, special programs and

services, health, and test information. NCES is examining other applications for the electronic exchange of data among postsecondary institutions.

In response to legislation, NCES has incorporated a graduation-completion rates component into IPEDS to assist with the implementation of the Student-Right-to-Know legislation in 1996. With the planning and design phases completed in the 1996–97 school year, institutional graduation-completion rate data are being collected through IPEDS beginning in the 1997–98 school year from the universe of all postsecondary institutions in the United States eligible for Title IV financial aid.

The NHES has become a source of many key indicators of the educational status of children and adults. The 2001 NHES will include the Adult Education and Lifelong Learning Survey. This survey will largely be a repeat of the Adult Education Surveys done in detail in 1991 and 1995, and in brief in 1999. The 2003 NHES will include a survey with more focus on work-related adult education.

The last cycle of the NSOPF occurred in the 1998–99 academic year. NSOPF:99 was limited to surveys of institutions, faculty, and instructional staff. It allowed for comparisons to be made over time and expanded existing topics surrounding faculty and instructional staff that have developed as critical issues since the first two studies. Expansion topics included the increasing use of part-time instructional faculty and staff at higher education institutions and their credentials for teaching; the decline of full-time tenure-track appointments as institutions explore possible alternatives to tenure; faculty's allocation of time to teaching versus research; measures of faculty workload and productivity; the presence of women and minority faculty in higher education institutions; and the effects, if any, of the removal of mandatory retirement for faculty and instructional staff. NSOPF:99 was also collected on the Internet for the first time.

Meeting the challenges of maintaining current data and possibly establishing new data collection activities will take a cooperative effort among institutions, states, and NCES. In order to support this effort, the NCES reauthorization of 1994 included the extension of the National Cooperative Education Statistics System to postsecondary education. NPEC will continue to strive to identify new trends in postsecondary education and emerging issues that have implications for data collection, reporting, and dissemination in order to facilitate the production of better data for better decisions.

Table 3.—Data Collection Calendar for Postsecondary and Adult Education

Surveys	Year of Data Collection (school year beginning)											
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Integrated Postsecondary Education Data System												
Institutional Characteristics	x	x	x	x	x	x	x	x	x	x	x	x
Fall Enrollment	x	x	x	x	x	x	x	x	x	x	x	x
Enrollment by Age	x		x		x		x		x		x	
Residence of First-time Freshmen		x		x		x		x		x		x
Fall Enrollment in Occupationally Specific Programs	x		x		x		x					
Completions	x	x	x	x	x	x	x	x	x	x	x	x
Graduation Rates								x	x	x	x	x
Fall Staff	x		x		x		x		x		x	
Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty	x	x	x	x	x	x	x	x	x		x	x
Finance	x	x	x	x	x	x	x	x	x	x	x	x
Academic Libraries (see chapter 9)	x		x		x		x		x			

Table 3.—Data Collection Calendar for Postsecondary and Adult Education—Continued

Surveys	Year of Data Collection (school year beginning)											
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
National Study of Postsecondary Faculty (school year ending)			x						x			
National Household Education Survey												
Adult Education and Lifelong Learning	x		x						x		x	
Adult Civic Involvement						x			x			
Household Public Library Use						x						
Survey of Earned Doctorates	x	x	x	x	x	x	x	x	x	x	x	
NCES Items in the Current Population Survey (see chapter 3)												
October Supplement	x	x	x	x	x	x	x	x	x	x	x	
Computer Use												
Selected Education Characteristics: Grade Repetition/Language/ English Proficiency/ Disability												
National Postsecondary Student Aid Study (school year ending)			x			x				x		

5. EDUCATIONAL ASSESSMENT

The National Center for Education Statistics (NCES) collects and reports information on the academic performance of the nation's students and assesses the literacy level of the adult population. NCES also participates in international assessments (see chapter 7, "International Statistics").

The congressionally mandated National Assessment of Educational Progress (NAEP) is NCES' primary assessment of what American elementary and secondary students know and can do in academic subjects. For more than 2 decades, NAEP has collected and reported information on the knowledge and skills of national and, since 1990, state samples of both age- and grade-representative populations in a variety of school subjects.

NCES also collects data from students' high school transcripts. These data include courses students have taken as well as the grades they attained. These studies generally build on NAEP and other major survey studies to increase their analytical usefulness. Additionally, data are collected from postsecondary student transcripts as part of longitudinal or cross-sectional studies, such as the Recent College Graduates Study.

Besides assessing student achievement, the educational assessment program at NCES also assesses the proficiency of adults in performing basic literacy and mathematical tasks through the National Assessment of Adult Literacy Survey. In 1992, NCES conducted a household-based literacy survey of adults aged 16 and over. This survey included the general adult population as well as adults in institutional settings such as prisons.

High school transcript data have been used for a variety of assessment purposes. Most notably, such data have been used to monitor trends or patterns in curricular changes. The 1998 High School Transcript Study compared the course-taking patterns of students in 1998 with similar patterns in 1994, 1990, 1987, and 1982. Extensive analyses of high school vocational education enrollments and course-taking patterns of high school students with disabilities have been conducted through the National Assessment of Vocational Education and in NCES reports.

Together with performance results in subject areas, the basic descriptive information about students, teachers, administrators, and communities collected systematically by NAEP from its surveys has been used to address the following four educational policy issues that are of concern to educators, policymakers, and researchers:

- Instructional practices: What instructional methods are being used and how do these relate to achievement?
- Students at risk: How many students appear to be at risk, in terms of achievement, and what are their characteristics?
- Distribution of teacher qualities among different student populations: What are the characteristics of teachers of various subjects that students are exposed to?
- Education reform: What, if any, policy changes are being made by our nation's schools?

Over the past 27 years, NAEP has generated more than 200 reports spanning 11 instructional areas. It is the nation's only ongoing, comprehensive, and representative assessment of what American students know and can do.

Data Uses

NAEP data have been used frequently in numerous ways by researchers, educators, policymakers, and the general public. Researchers have used NAEP data to describe performance trends in many subject areas, such as learning reading and mathematics skills, achievement in the arts, teachers' instructional practices, and school contextual characteristics. Policymakers often cite NAEP data to illustrate the state of the American education system. Educators have used the results to develop standards for improving mathematics and science curricula. Elected officials have used NAEP data to identify the need for education reform.

Studies

National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) is mandated by Congress (ESEA, Section 411) to continuously monitor the knowledge, skills, and performance of the nation's children and youth. Under this legislation, NAEP is required to provide objective data about student performance at national, regional, and state levels.

Design

Three separate assessments are conducted: trend NAEP, main national NAEP, and main state NAEP. In the trend NAEP, students are periodically assessed in science, mathematics, reading, and writing. Nationally representative samples of students have been assessed in science, mathematics, and reading at ages 9, 13, and 17 since the early 1970s. Students have been assessed in writing at grades 4, 8, and 11 since 1984. To measure trends accurately, assessment items (mostly multiple choice) and procedures have remained unchanged since the first assessment in each subject. Recent trend assessments were conducted in 1994, 1996, and 1999. About 30,000 students took part in the 1999 trend assessment. Results are reported as average scores for the nation, regions, and various subgroups of the population such as racial and ethnic groups. Data from the trend assessments are available in the most recent report, *NAEP 1999 Trends in Academic Progress*, or in a brief summary report, *Report in Brief: NAEP 1996 Trends in Academic Progress*. Both reports are available on the World Wide Web at the NAEP Web Site (*http://nces.ed.gov/nationsreportcard*).

In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessments change periodically and are based on frameworks developed by the National Assessment Governing Board (NAGB). Items include both multiple-choice and "constructed-response" (requiring written answers) questions. Results are reported in two ways. Average scores are reported for the nation, participating states and

jurisdictions, and subgroups of the population. In addition, the percentage of students at or above the basic, proficient, and advanced achievement levels are reported for these same groups. The achievement levels are developed by NAGB.

Since 1990, the main NAEP has also been conducted for states and other jurisdictions that choose to participate (47 participated in 1996). State data are usually available at grades 4 and/or 8, and may not include all subjects assessed in the national-level assessment. In 1994, for example, NAEP assessed reading, geography, and history at the national level at grades 4, 8, and 12; however, only reading at grade 4 was assessed at the state level. In 1996, mathematics and science were assessed nationally at grades 4, 8, and 12. In the states, mathematics was assessed at grades 4 and 8, and science was assessed at grade 8 only. In 1997, the arts were assessed at the national level at grade 8. In 1998, reading and writing were assessed at the national level for grades 4, 8, and 12, and at the state level for grades 4 and 8. Civics was assessed at the national level as well. These assessments generally involve about 130,000 students at the national and state levels.

In the trend, main national, and main state assessments, background information was collected from students, teachers, and school administrators. This information provides the context within which the academic performance of major student groups can be evaluated. Data are available on such student characteristics as gender, race and ethnicity, level of parents' education, eligibility for the free or reduced-price lunch program, participation in Title I to assist at-risk students, attendance at public or private schools, limited-English proficiency, and presence of a disability. Characteristics of teachers include academic preparation and classroom practices. NAEP also reports on school characteristics, such as courses offered, availability of computers, participation of parents, and the existence of problems such as tardiness or violence.

To maintain its reputation as "The Nation's Report Card" and to enhance its serviceability to the nation, NAEP is undergoing a deliberately incremental redesign of its program. Beginning in 2000, the main NAEP will reflect the results of extensive redesign. For example, assessments will take place annually. Assessment of academic subjects will be on a more regular basis than in the past. Core academic subjects—reading, writing, mathematics, and science—will be assessed every 4 years (reading may be assessed every 2 years). Frameworks for these subjects will be developed to last through three assessments (i.e., 12 years). Other subjects, such as geography, history, the arts, and foreign languages, will be assessed in the intervening years. Streamlining NAEP's sampling scheme, data collections, and reporting schedule while increasing the information value of the various subject matter tests will enable NCES to provide the nation an enriched, technically rigorous, and authoritative basis for making decisions about education.

Components

Elementary and Secondary School Students Survey—The primary data collected by NAEP are about student performance and educational experience. Major current assessment areas include reading, writing, mathematics, science, civics, U.S. history, geography, foreign languages, and the arts. Data include overall performance, performance on specific content dimensions, demographic and family characteristics, classroom experiences, attitudes toward school, and aspirations for the future.

School Characteristics and Policy Survey—In conjunction with student performance surveys, NCES routinely collects important supplemental data about school characteristics and school

policies, which could be used analytically as contextual variables to enhance understanding of student performance issues. Specifically included in school data are enrollment, curriculum testing, and objective-setting practices; school administrative practices; school conditions and facilities; special services; and programs. School-level data also include some information about the characteristics of the school administrator, such as race/ethnicity, sex, undergraduate field of study, years as principal, administrative experience, and teaching experience.

Teacher Survey—Similar to school contextual data, NAEP also collects important supplemental data from teachers whose students are respondents of the assessment surveys. Teacher data include classroom instructional practices, race/ethnicity, sex, age, undergraduate field of study, teaching certification, full-time teaching experience, and subject-matter specialization.

Major Publications

NAEP 1996 Trends in Academic Progress (August 1997)

[Similar reports were published for the 1992 and 1994 trend assessments.]

NAEP 1996 Science Report for Grade 4: DoDEA/DoDDS (November 1997)

NAEP 1996 Science State Report (one for each participating jurisdiction) (Revised December 1997)

NAEP's Constituents: What Do They Want?

Technical Report of the NAEP 1996 State Assessment Program in Science (January 1998)

NAEP 1996 Mathematics Cross-State Data Compendium for the Grade 4 and Grade 8 Assessment (February 1998)

1996 Science Cross-State Data Compendium (May 1998)

Linking the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Study (TIMSS): Eighth Grade Results (July 1998)

NAEP 1996 Trends in Academic Progress—Addendum (August 1998)

Linking the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS): A Technical Report (August 1998)

School Policies and Practices Affecting Instruction in Mathematics: Findings from NAEP (September 1998)

Long-Term Trends in Student Writing Performance (October 1998)

Long-Term Trends in Student Science Performance (October 1998)

Long-Term Trends in Student Mathematics Performance (October 1998)

Students Who Prepare for College and a Vocation (August 1999)

How Does NAEP Select Schools and Students? (September 2000)

NAEP Scoring of Fourth-Grade Narrative Writing (January 2001)

How Does NAEP Ensure Consistency in Scoring? (January 2001)

NAEP Scoring of Twelfth-Grade Persuasive Writing (January 2001)

Frequency of Arts Instruction for Students (January 2001)

Student Musical Activities and Achievement in Music: NAEP 1997 Arts Assessment (January 2001)

Student Subgroup Achievement on the NAEP Arts Assessment (January 2001)

Brief Publications

School Policies and Practices Affecting Instruction in Mathematics (October 1998)

Students Learning Science (October 1998)

The NAEP 1997 Arts Report Card: Eighth-Grade Findings From the National Assessment of Educational Progress (November 1998)

NAEP 1998 Reading Report Card for the Nation and the States (March 1999)

NAEP 1998 Reading State Reports (Alabama through Wyoming) (March 1999)

Student Work and Teacher Practices in Mathematics (July 1999)

NAEP Trends in Writing: Fluency and Writing Conventions (August 1999)

NAEP 1998 Writing Report Card Highlights (September 1999)

The NAEP 1998 Writing State Reports (September 1999)

NAEP 1998 Writing Report Card for the Nation and the States (September 1999)

NAEP 1998 Civics Report Card for the Nation (November 1999)

Report in Brief: NAEP 1996 Trends in Academic Progress (August 2000)

NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance (August 2000)

Monitoring School Quality: An Indicators Report (November 2000)

User Guides

Interpreting NAEP Scales (April 1993)

Overview of the NAEP Assessment Frameworks (March 1994)

Technical Issues in Large-Scale Assessment (May 1996)

Technical Report: NAEP 1996 State Assessment Program in Science (January 1998)

The NAEP Guide: A Description of the Contents and Methods of the 1999 and 2000 Assessments, Revised Edition (November 1999)

Technical Report: NAEP 1996 Technical Report (October 2000)

Other Reports of Interest

Essential Skills in Mathematics: A Comparative Analysis of American and Japanese Assessments of Eighth-Graders (April 1997)

Inclusion of Students with Disabilities and Limited English Proficient Students in Large-Scale Assessments: A Summary of Recent Progress (July 1997)

Learning About Our World and Our Past: Using the Tools and Resources of Geography and History (January 1998)

School Policies and Practices Affecting Instruction in Mathematics (August 1998)

Students Learning Science: A Report on Policies and Practices in U.S. Schools (September 1998)

Student Work and Classroom Practices in Mathematics (April 1999)

Student Work and Classroom Practices in Science (April 1999)

Data Files

1994 Almanac Viewer (Reading, Geography, and History) (February 1996)

1994 National Assessment (September 1996)

1994 State Reading Assessment (September 1996)

1996 National Assessment (June 1998)

1996 State Assessment (June 1998)

1996 National and State Summary Data Tables (June 1998)

1996 Almanac Viewer (Mathematics and Science) (June 1998)

Public-use data files are available for each assessment in NAEP prior to 1990. Only restricted-use data files are available beginning with 1990. Reports are available from the U.S. Government Printing Office or on the Internet (*http://nces.ed.gov/nationsreportcard*). For further information on the National Assessment of Educational Progress, contact:

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High School Transcript Studies

In 1983, the National Commission on Excellence in Education (NCEE) recommended a minimum high school course of study, detailed in the *A Nation at Risk* report. The changes in course-taking patterns across the next decade are reflected in the results of the various transcript studies. Since 1980, six high school transcript studies have been conducted. The first was part of the High School and Beyond's (HS&B) first follow-up survey in 1982 (see chapter 6 for more information on HS&B). Transcripts were collected for the HS&B sophomore cohort of students who were seniors in 1982. Another transcript study was conducted in conjunction with the 1992 second follow-up survey from the National Educational Longitudinal Study (NELS:88) (see chapter 6 for more information).

The remaining transcript studies were conducted in conjunction with NAEP. The NAEP 1987 High School Transcript Study collected transcripts for approximately 22,700 high school seniors who

had participated (as 11th-graders) in the 1986 NAEP. An evaluation report by the U.S. Department of Education on school reform efforts, *American Education: Making It Work*, compared the NCEE recommended curriculum with the course-taking patterns of 12th-grade students in 1982 and 1987. In 1990, another NAEP High School Transcript Study was conducted to track further changes in the curricular patterns of high school students. Approximately 25,000 transcripts were collected from a sample of students that participated in the NAEP assessments that year. Subsequent NAEP High School Transcript Studies were conducted in 1994, 1998, and 2000 with similar numbers of student transcripts collected.

High school transcript data inform researchers and policymakers about the course-taking patterns of students. Since the NCEE report, *A Nation at Risk*, there have been a number of critics advocating the strengthening of the high school core curriculum. Students have been encouraged—through a reformed curriculum—to increase the number of academic courses they take in English, mathematics, science, social studies, computer science, and foreign languages. As NCES conducts more transcript studies, overall trends in course-taking patterns can be traced. Transcript data are measures of exposure rather than measures of learning since they do not include information on course content. More research is needed to determine what effect course content has on student achievement. The data collected by the transcript studies described in this section allow investigation of the relationship between course-taking patterns and academic performance.

To ensure maximum compatibility, the procedures and formats used in previous studies for editing, coding, error resolution, and documentation were used for each subsequent transcript study. This consistency enables users to compare cohorts of students with a minimum of effort.

Design

For the latest NAEP High School Transcript Study, about 25,000 transcripts were systematically transcribed to determine the course-taking patterns of 12th-grade high school students selected from the 2000 NAEP assessment sample. These data make it possible to link assessment results to course-taking patterns.

The following three summary tables were included in a report on the 2000 study:

- The percentage of high school graduates earning minimum credits in a core curriculum of courses recommended by the 1983 NCEE report. The 2000 percentages were compared with those from 1982, 1987, 1990, 1994, and 1998.
- The mean number of credits (Carnegie units) that graduates earned in each major subject field in 2000.
- The number of students who received credit in 2000 in secondary courses in the NCES Classification of Secondary School Courses.

The 2000 coded data were compatible with the data collected in the 1982 HS&B and NELS:88 Transcript Studies and the NAEP 1987, 1990, 1994, and 1998 High School Transcript Studies. This standardization and comparability will be useful in later analyses for comparing the results of the three studies.

Components

The 2000 High School Transcript Study—Student characteristics: dates when attended and left school, sex, racial/ethnic composition, high school programs in which enrolled, completion status of curricular programs (particularly vocational programs), days absent, honors awarded, grade point average, standardized test scores, and student rank in relation to class size. Course-level characteristics: subject matter of course; period of time course was taken; grade earned; credits earned; whether course was taken at an area vocational technical center; and whether course was designed for honors, exceptional, or special education students.

Major Publications

1994 High School Transcript Study: Technical Report (August 1997)

The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates (September 1998)

Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment (June 1999)

For more information on the High School Transcript Studies, contact the people listed below.

1982 and 1992 Studies:

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National Assessment of Adult Literacy Survey

Literacy assessments inform policymakers about the extent of skills in using printed information that adults need to function in society, achieve their goals, and develop their knowledge and potential. Recently, concern has mounted that inadequacies in literacy are preventing some

Americans from exercising the rights and responsibilities of citizenship. The National Assessment of Adult Literacy (NAAL) survey provides an accurate benchmark for measuring the literacy capabilities of adults. The NAAL survey builds upon the previous 1992 National Adult Literacy Survey (NALS).

There has been serious concern about the literacy level of the American workforce, as described in a number of national reports published since 1980, including *A Nation At Risk, Toward a More Perfect Union, The Subtle Danger, Workforce 2000, The Bottom Line,* and *Literacy: Profiles of America's Young Adults.* These reports have emphasized the need to increase our nation's standard of literacy in order to maintain our standard of living and to compete in the global market. This concern about literacy culminated in 1990, when the President and governors adopted six national education goals, including the following goal: "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." The role of the NAAL survey is to provide the information needed to begin understanding our nation's literacy capabilities.

Design

The 1992 NALS defined literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Literacy was measured along three dimensions:

- prose literacy—the ability to understand and use information from connected texts that include editorials, news stories, and poems;
- document literacy—the ability to locate and use information contained in documents, such as job applications or payroll forms, bus schedules, maps, tables, and indexes; and
- quantitative literacy—the ability to apply arithmetic operations to numbers embedded in printed materials, such as balancing a checkbook, figuring a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Because policymakers needed to assess a broad range of abilities in the population, but did not need to diagnose literacy problems of individuals, the 1992 assessment was designed to cover a broad range of skills. All questions underwent extensive review by subject area and measurement specialists, as well as scrutiny to eliminate any bias or lack of sensitivity to particular groups. It would take any one individual about 4 hours to complete the entire assessment. To keep the burden on any one individual to less than 1 hour, the assessment was cut into 13 blocks, with only 3 blocks given to each respondent. The responses to the items were pooled and reported by proficiency scales on the three dimensions of literacy. NALS was administered in the summer of 1992 in person by trained interviewers to a nationally representative probability sample of about 13,000 individuals aged 16 and older and to 1,100 adults incarcerated in federal and state prisons. In addition, 12 states funded sample supplements of 1,000 adults in order to obtain literacy estimates for their state populations. This is the first national study of literacy for all adults since the Adult Performance Level surveys, which were conducted in the early 1970s. The next national study of adult literacy is planned for the year 2002.

Component

National Assessment of Adult Literacy—Assessed areas include prose literacy, document literacy, and quantitative literacy. Other information includes race/ethnicity, age, sex, educational and occupational background, and reading habits.

Major Publications

Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey (September 1993)

Literacy Behind Prison Walls: Profiles of the Prison Population from the National Adult Literacy Survey (October 1994)

Literacy of Older Adults in America: Results from the National Adult Literacy Survey (November 1996)

Information about NAAL can be found on the Internet (*http://nces.ed.gov/naal*). For further information on the 1992 NAAL Survey, contact:

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Plans for Educational Assessment

For the 21st century, NAEP is undergoing a full-scale redesign. In the 1980s and 1990s, NAEP was administered every 2 years. Beginning in 2000, NAEP returns to annual assessments, which means that considerably more subjects will be tested. In 2000, NAEP mathematics and science assessments will be assessed in both grades 4 and 8 in the state assessment. Previously, state assessments never included both grades in two subjects. An innovative "market-basket" assessment will be developed in the 2000 assessment that might produce better reporting and also possibly permit linking to other tests. In addition, a number of typical "standard assessments" in a variety of subjects will be complemented by in-depth "comprehensive assessments" in mathematics, reading, the arts, science, U.S. history, and geography. Also, new comprehensive assessments will be administered in foreign languages, world history, and economics. These major changes are documented in a new 10-year calendar that identifies subjects to be tested from 2000 to 2010.

These and other possible changes are being monitored constantly by outside panels of experts and citizens through such institutions as the National Academy of Sciences. Through this process, NAEP will endeavor to remain the nation's foremost instrument in measuring the academic skills of the nation's elementary and secondary school students.

In addition to NAEP, NCES is working on the development of NAAL, a national assessment that will build on the 1992 NALS. Data will be collected in 2002 with a field test in 2001.

Table 4.—Data Collection Calendar for Educational Assessment

Surveys	Year of Data Collection										
	1988	1990	1992	1994	1996	1997	1998	1999	2000	2001	2002
NAEP National Assessment											
Reading	x		x	x			x		x		x
Mathematics		x	x		x				x		
Science		x			x				x		
Writing	x		x				x				x
U.S. history	x			x						x	
World geography	x			x						x	
Civics	x						x				
The arts						x					
NAEP State Assessment											
Mathematics		x	x		x				x		
Reading			x	x			x				x
Science					x				x		
Writing							x				x

Table 4.—Data Collection Calendar for Educational Assessment—Continued

Surveys	Year of Data Collection										
	1988	1990	1992	1994	1996	1997	1998	1999	2000	2001	2002
NAEP Long-Term Trend Assessment											
Reading	x	x	x	x	x			x			
Writing	x	x	x	x	x						
Mathematics		x	x	x	x			x			
Science		x	x	x	x			x			
High School Transcript Studies		x		x			x		x		
National Adult Literacy Survey/ National Assessment of Adult Literacy				x							x

6. National Longitudinal Studies

The longitudinal studies program at the National Center for Education Statistics (NCES) was established to provide ongoing, descriptive information about what is occurring at the various levels of education and the major transition phases of students' lives. In this way, intervening processes can be studied. The program is comprised of three study areas: early childhood/elementary, secondary, and postsecondary education. Together these studies capture critical information across the lifespan of individuals' development and education.

The early childhood longitudinal studies examine children's early home, child care, and education experiences prior to formal schooling—that is, birth through age five—as well as during the early elementary years. These studies describe the influence of early experiences on children's success in school. The secondary and postsecondary longitudinal studies look at transitions and education experiences and their influence on educational and occupational attainment. These surveys provide for periodic examination of such attainment, as well as students' aspirations, attitudes, and motivations during the pivotal years before, during, and after middle school or junior high school, high school, and college.

With extensive questioning over succeeding years, the longitudinal studies make it possible to make long-range comparisons between early learning environments and children's preparation for school, between early school experiences and later school success, and between what individuals expect and what actually occurs. Consequently, such studies are critical to understanding the processes by which early experiences influence education and, in turn, the processes by which education leads individuals to develop their abilities and roles in society.

The National Longitudinal Study of 1972 (NLS–72) began with that year's high school senior class and followed them through 1986. The High School and Beyond (HS&B) study began with both the sophomore and senior classes of 1980. Four other longitudinal studies are currently being conducted: the National Education Longitudinal Study of 1988 (NELS:88), which began with the 8th-grade class of 1988; the Beginning Postsecondary Students Longitudinal Study of 1996, which started with postsecondary students who began their postsecondary education in 1995–96 and an earlier cohort that began in 1989–90 with follow-ups in 1992 and 1994; the Baccalaureate and Beyond Study that began with seniors in 1992–93; and the Early Childhood Longitudinal Study-Kindergarten (ECLS-K), Class of 1998–99, which began following a cohort of kindergarten children in 1998–99 and has completed four waves of data collection through 2000. A new longitudinal study, the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), will follow a group of children born in 2001 into formal school.

Data Uses

The NLS–72 data have been widely used for investigating educational policy issues. For example, in the early 1980s, a congressional committee turned to these data to develop a model for estimating the costs of tuition tax credits. Capsule descriptions of this cohort have been produced and attrition rates from college have been studied, as have transitions from high school and college into the workplace. Postsecondary attainment, access, and financial aid studies have all used NLS–72.

The enlarged scope of HS&B provided even more data than NLS–72 for examining a wide variety of education policy issues. Like NLS–72, HS&B yielded a number of capsule descriptions of high school students. Additionally, HS&B data have been used to study the achievement of Hispanic students; discipline and order in high schools; economic issues, such as students working while in school; comparisons of public and private schools; the continuity of early employment of high school sophomores; and course-taking patterns of American high school students. Because similar items were used in HS&B, NELS:88, and NLS–72, it is possible to compare the high school seniors of 1980, 1982, and 1992, with those of 1972. The National Assessment of Vocational Education (NAVE) used the data from the HS&B study in several of their reports. For example, NAVE used HS&B data for studies that attempted to measure high school curricular experiences as they relate to vocational education and course enrollment patterns, and student financial aid as it relates to postsecondary vocational education.

NELS:88 completed the fourth follow-up data collection in 2000. Data from this survey are being used to study transition patterns of 8th-grade students as they move through school (e.g., moving from public to private schools, dropping out of school, and moving into and out of high school and college). Other research issues that can be addressed include:

- students' academic growth over time and the family, community, and classroom factors that promote or inhibit such growth;
- the tracking of course-taking patterns during high school;
- the educational outcomes and generational status among Asian and Hispanic 8th-graders;
- at-risk students' successful navigation of the pipeline to college enrollment and the process of dropping out of school;
- the role of the school in helping the disadvantaged;
- the school experiences and academic performance of language minority students;
- the process of attracting students to the study of mathematics and science;
- the transition to postsecondary education and the workforce;
- students' employment and postsecondary persistence histories;
- family formation, including marital status and children; and
- trend analyses with previous longitudinal studies.

The ECLS-K and ECLS-B focus on the early childhood years and the influence of the home, classroom, school, and child care on development. To date, the ECLS-K has completed baseline and three follow-up data collections. Recently, ECLS-K data were used to produce a capsule description of kindergartners as they enter school for the first time. Data from this study are being used to examine the differences in children (e.g., their backgrounds, skills, and knowledge) at school entry and to describe teacher, classroom, and school characteristics. The research issues being addressed by these two studies fall into four broad areas:

- children's growth and development in critical cognitive and noncognitive domains;
- children's transitions to child care and education programs, kindergarten, and beyond;

- school readiness; and
- the relationship between early experiences and later school performance.

Studies

Early Childhood Longitudinal Studies

NCES and several federal health, education, and human services agencies are sponsoring an ambitious program to provide a comprehensive and reliable data set that can be used to inform policy regarding children, their families, early care, and education. The data collected by the ECLS program, and the information that is disseminated through reports prepared by NCES and others will inform decisionmakers, educational practitioners, researchers, and parents about the experience of young children.

The ECLS program consists of two cohorts—a birth cohort study and a kindergarten cohort study. Together, these studies will provide the range and breadth of data required to more fully describe children's early learning and education experiences. Still in the design and testing stages, the birth cohort study (ECLS-B) is being designed to study children's early learning and development from birth through first grade. It will focus on those characteristics of children, their families, and out-of-home experiences that influence children's first experiences with the demands of formal school (i.e., kindergarten and first grade), and will provide important information about the way America raises, nurtures, cares for, and prepares its children for school. The kindergarten cohort (ECLS-K) measures aspects of children's development and their home, classroom, and school environments as they enter school for the first time, and examines how factors from these environments influence their academic achievement, social development, and school experiences through 5th grade.

Early Childhood Longitudinal Study-Birth Cohort

Parents, educators, health practitioners, and policymakers are seeking effective ways for caring and educating children throughout early childhood. Researchers and practitioners searching for answers are turning to the critical years before formal schooling as a source of information and a place to start. Several factors have contributed to this research and policy focus on children's early care and education experiences before entering school, including:

- new research, such as that on early brain development, highlighting the significant growth and development occurring in the first 3 years;
- an increased public awareness of the importance of children's early experiences, reinforced by the National Education Goal on school readiness; and
- an increase in working mothers and dual-employed families, resulting in children entering child care at earlier ages, and the increasingly diverse population of children entering school.

Vital to any effort to improve the health, early care, and education for all of the nation's children is a research and data collection program that increases primary understanding of the dynamics that lead to differential school success. NCES in collaboration with several health, education, and human services agencies is planning an ambitious new study on the early years before formal schooling. The ECLS-B will follow a national sample of children, born in the year 2001, from birth through first grade.

The three key areas to be addressed by the ECLS-B are children's growth and development in critical cognitive and noncognitive domains; children's transitions to child care and early childhood education programs, kindergarten, and beyond; and children's preparation for school. First, the ECLS-B will follow children's growth and development during the critical years before school. In these early years, children are quickly achieving developmental milestones that build upon one another. The ECLS-B seeks to accurately describe children's physical, social, emotional, cognitive, and language development in relation to important influences in their lives prior to school entry. It will then follow their progress during the first 2 years of school—kindergarten and first grade.

Second, children and adults are continually making transitions from one status to another—from home to child care and to school. Most notably, is the transition that occurs as young children go from being cared for exclusively by their parents to being cared for by other persons. For some children, this transition may occur shortly after birth; for others, their first significant experience with adults other than their parents in a regular care and educational setting may be when they enter school for the first time. The ECLS-B is especially focused on looking at these transitions and their impact on different groups of children and families defined by race/ethnicity, socioeconomic status, birth weight, language minority status, plurality (i.e., twins), and family structure (i.e., single-parent families and teenage mothers).

Third, the first of the National Education Goals—that all children will start school ready to learn—has sparked renewed policy interest in children's school readiness. For most children, the first formal school experience is kindergarten. However, the nature of children's early experiences in and before kindergarten is quite variable, and the demands placed on children differ across programs. The ECLS-B will examine children's preparation for school by prospectively studying the different characteristics of children, their families, and their out-of-home care and educational experiences leading up to and at school entry.

Design

The design of the ECLS-B is based on the assumption that children's preparation for school begins at (or before) birth and continues until they enter school for the first time. It is guided by a framework of children's development, care, and schooling that emphasizes the interaction among the child, the family, health care, child care and education programs, and the community. The ECLS-B recognizes the importance and interrelatedness of factors that represent the child's health status and socioemotional and intellectual development.

A nationally representative sample of approximately 15,000 children born during calendar year 2001 will be selected for participation in the study. The sample will consist of children from different racial/ethnic and socioeconomic backgrounds. Asian and Pacific Islander children, Chinese children, American Indian children, moderately low birth weight children (1,500–2,500 grams), very low birth weight children (under 1,500 grams), and twins will be oversampled.

Children will be selected at birth from birth certificates, the best and most affordable way of sampling newborns. The first data collection will occur when the children are approximately 9 months of age. Capturing data this soon after birth is important, because much of the data collected at this time will pertain to prenatal care and the health care of the mother and child during the first months of life. Data will be collected again when the children reach 18 months, 30 months, and 48 months of age. Data will also be collected when the children enter kindergarten and first grade.

Components

The emphasis that is being placed on the whole child and the different environments in which learning occurs is critically important for the design of the ECLS-B. While children's parents will be the primary reporters throughout the life of the study, at varying points it will be necessary to gather data from children's hospital birth records, their care and early education providers, their schools and teachers, and the children themselves.

Children's Birth Certificates—A variety of useful data is captured in birth certificates. They provide information on the date of birth and children's gender. Information is also available on parents' education, parents' race and ethnicity (including Hispanic origin), and mother's marital status. Birth certificates provide information on the mother's pregnancy history, prenatal care, medical and other risk factors during this pregnancy, and complications during labor and birth. Health characteristics of children, such as congenital anomalies and abnormal conditions of the baby and the baby's APGAR score, are also provided.

Parent-Guardian Interviews—Parents and guardians are an important source of information about themselves, their child, and the home environment. A parent-guardian interview will be conducted in the child's home at each data collection point using computer-assisted personal interviewing (CAPI) and a self-administered questionnaire. The parent-guardian interviews will capture information about children's early health and development and their experiences with family members and others. Parents will report on children's development in such areas as children's temperament and developmental milestones (e.g., crawling). The parent interview will also capture detailed information on children's health (e.g., developmental difficulties, illness, ear infections) and access to health care (e.g., health insurance). Parents-guardians will provide key information about themselves as caregivers, the home environment, and the neighborhood in which they live. Several aspects of the economic stability of the home environment will be tracked (e.g., welfare receipt, household food sufficiency, employment situation). The parent-guardian interviewed will be the individual who is the primary caregiver and the most knowledgeable about the care and education of the child. In most cases, this will be the child's mother or female guardian.

Father Questionnaires—The ECLS-B will collect information from fathers as well. Resident fathers will complete a self-administered questionnaire when their children are 9 months old, 18 months old, and at future points during the study. Currently, NCES is considering the feasibility of collecting data from nonresident biological fathers. Nonresident fathers will be interviewed using a self-administered questionnaire or a telephone interview. The Father Questionnaire will capture information about children's well being and activities fathers engage in with their children. Fathers will also provide key information about themselves as caregivers.

Direct Child Assessments—Children's participation in the study occurs with the full permission of their parents-guardians. Beginning at 9 months, children will participate in activities designed to directly measure important developmental skills in the cognitive, social, emotional, and physical domains. The ECLS-B will be using a modified version of the Bayley Scales for Infant Development (BSID-II) and the Bayley Behavior Rating Scale (BRS). These measures will assess children's gross and fine motor skills as well as their receptive and expressive language skills and emotion regulation. The Nursing Child Assessment Teaching Scale (NCATS) from the Nursing Child Assessment Satellite Training (NCAST) assesses the parent-child interaction for early precursors of cognitive and social skills. These interactions will be videotaped and coded along several dimensions (e.g., mother responsiveness, cognitive growth fostering), providing rich information on early parent-child interactions. At the 9-month home visit, height, weight, and middle upper arm circumference will be measured for all children. In addition, head circumference will be measured for very low birth weight infants. The same measures will be used at 18 months, with the addition of a measure of attachment.

Early Care and Education Providers—With the permission of the child's parents, individuals and organizations who provide regular care and/or education for a child will be interviewed. Care providers and preschool teachers, like parents, represent a significant source of information on themselves (their backgrounds, teaching practices, and experiences), the children in their care, and children's learning environments. Much of the data needed to describe the structure of children's care arrangements and education programs, develop indicators of the quality of these arrangements and programs, and profile the background and experience of the persons caring for these children can only be reported accurately by the providers, teachers, and organizations themselves. Contacting children's care and education providers also opens up other data collection opportunities (e.g., collecting information about children's development from sources other than their parents). Children's child care providers will be interviewed using computer-assisted telephone interviewing (CATI). This information will be collected when the children are 18 months of age and again at 48 months. Observations of children's child care settings will be conducted in a sample of the arrangements attended by ECLS-B children.

Teacher Questionnaires—As the ECLS-B cohort enters kindergarten and first grade, their school teachers will become valuable sources of information on one of children's most immediate learning environments, the classroom. Teachers also represent important sources of information about themselves (e.g., their backgrounds, teaching practices, and experiences) and children's development, both cognitive and social. The ECLS-B instruments will be a subset of the ECLS-K teacher questionnaires (see the ECLS-K Web Site).

School Questionnaires—Once the children enter formal schooling, school administrators will provide information on the physical, fiscal, and organizational characteristics of their schools and on the schools' learning environments, educational philosophies, and programs. The ECLS-B instruments will be a subset of the ECLS-K school questionnaires (see the ECLS-K Web Site).

Information about the ECLS-B can be found on the Internet (*http://nces.ed.gov/ecls*). For further information on the ECLS-B, contact:

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Early Childhood Longitudinal Study-Kindergarten Class of 1998–99

In recent years, parents, educators, and policymakers have been reconsidering the ways young children are taught in schools and have been looking for more effective approaches to education. Several factors that have contributed to this research and policy focus on children's early school experiences include:

- an increased public awareness of the importance of children's early experiences, reinforced by the National Education Goal on school readiness;
- the changing nature of children's preschool and early school experiences;
- the increasingly diverse population of children entering school and the demands this places on schools; and
- the expanded role that schools are expected to play in supporting and nurturing development and learning.

NCES has embarked on an ambitious study to provide a comprehensive and reliable data set that can be used to inform policies related to early and middle childhood education, defined as kindergarten through 5th grade. The 1998–99 ECLS-K, in which a cohort of kindergarten children is sampled and studied intensively over time, responds directly to the concerns decisionmakers, educational practitioners, researchers, and parents have about our nation's schools and American education.

The three key issues to be addressed by the ECLS-K are children's transition to school, student performance in the early grades in literacy and numeracy, and the interaction of school, family, and community. First, the ECLS-K examines children's transition to school. Of particular interest to the study are the transitions that occur as young children go from being kindergartners to being first graders, and as they move from first grade to the later elementary grades. These transitions are an ongoing process mutually influenced by the child's characteristics, the family and school environments, and the demands, resources, and responses within both family and school settings. Therefore, these transitions may be quite different for children depending upon the characteristics of the setting and their experience in each one.

Second, a major goal of the ECLS-K is to describe student learning and academic progress during the early school years. It begins by focusing on children's characteristics and experiences as they enter school, and seeks to describe ways in which these are related to different aspects of children, their families, and the kindergarten programs they attend. Then by closely chronicling the relationship between children's kindergarten experience and their school performance in grades 1 through 5, the study provides useful information on achievement differences between boys and girls, among minority groups, and among members of different socioeconomic groups as children pass through school. The study also provides useful data on when children begin to experience problems with their schoolwork and the circumstances surrounding these difficulties. It provides data on the longevity of these problems and on the responses of the children's families, schools, and teachers.

Third, numerous factors influence children's school and other life outcomes, including the school, family, and community. The ECLS-K examines how the educational system prepares for and responds to children. It gathers information on how schools and teachers respond to the diverse backgrounds and experiences that children bring with them as they enter school for the first time. The ECLS-K also looks outward to the family and community in which children live by focusing on the resources of the family, the home environment, and the community that have a profound impact on children's success in school and provide the context within which schools must operate. The ECLS-K provides critical information on the roles that parents and families play in preparing for and supporting their children's education, and how families, schools, and communities interact to support children's education.

Design

The design of the ECLS-K is guided by a framework of children's development and schooling that emphasizes the interaction between the child and family, the child and school, the family and school; and the family, school, and community. Thus, the ECLS-K recognizes the importance of factors that represent the child's health status and socioemotional and intellectual development, and incorporates factors from the child's family, community, and school and classroom environments. The study is particularly focused on the role that parents and families play in helping children adjust to formal school and in supporting their education through the primary and middle elementary grades. It also gathers information for understanding how schools prepare for and respond to the diverse backgrounds and experiences of the children and families they serve.

A nationally representative sample of approximately 22,000 children enrolled in about 1,000 kindergarten programs during the 1998–99 school year was selected for participation in the ECLS-K. These children were selected from full-day and part-day programs in public and private schools. The sample consisted of children from different racial/ethnic and socioeconomic backgrounds. NCES oversampled private kindergartens and kindergartners, as well as Asian and Pacific Islander children. The ECLS-K sample will support separate analyses of public and private kindergartens, as well as white, black, Hispanic, and Asian and Pacific Islander children's school experiences and outcomes.

To date, NCES has collected data on the sampled children and their environments in the fall and spring of the kindergarten year and in the spring of first grade. It also conducted child assessments and parent interviews in the fall of first grade for 25 percent of the sample. Current plans call for 3rd- and 5th-grade data collections in the spring of those years.

Components

Because numerous factors in schools, homes, and communities influence children's academic and social outcomes, data for the ECLS-K are collected not only from children, but also from their parents-guardians, teachers, and school administrators.

Student Assessments—Sampled children participate in various activities that measure the extent to which they exhibit those abilities and skills deemed important to success in school. They are asked to participate in activities designed to measure important cognitive (e.g., general knowledge, literacy, and quantitative skills) and noncognitive (e.g., physical) outcomes. Measures of a child's cognitive skills are obtained through an untimed one-on-one assessment of the child. Measures of physical development include both height and weight measurements. Also, in the fall of kindergarten, a psychomotor assessment is administered to measure children's motor abilities, coordination, and visual motor skills.

Parent-Guardian Interviews—Parents and guardians are an important source of information about the families of the children selected for the study and about themselves. In telephone interviews (or in personal interviews for households without telephones), they provide key information about children's development and their experiences with family members, schools, and others. The family background, demographics, and home environment content covered in the parent-guardian interviews of the ECLS-K include family structure; immigration status; primary language(s) spoken; parents' involvement with the child's school; child care; child's health and well-being; parental values, beliefs, and expectations; home environment, activities, and cognitive stimulation; parental monitoring; neighborhood; parent education; parent employment; parent income and assets; welfare and other public transfers; discipline, warmth, and emotional supportiveness; parents' psychological well-being and health; and critical family processes. Parent-guardian interviews also include items asking parents-guardians to rate their child's social skills, problem behaviors, and approaches toward learning.

Teacher Questionnaires—Like parents, teachers represent a valuable source of information on themselves and the children's learning environment (i.e., the classroom). In self-administered questionnaires, teachers are asked to provide information about their own backgrounds, teaching practices, and experiences, along with information on the classroom setting for the sampled children they teach. The content covered in the teacher questionnaires of the ECLS-K includes class type and composition, class organization, class activities, curricular focus and evaluation methods, parent involvement, views on readiness, professional development, and teacher's professional background.

Teacher Ratings—Teachers are also asked to evaluate sampled children on a number of critical cognitive and noncognitive dimensions. Teacher cognitive ratings measure teachers' perceptions of students' academic achievement and dispositions for learning in the three domains of language—literacy, mathematics, and general knowledge. Ratings of children's socioemotional behaviors provide measures of children's prosocial and problem behaviors and their approaches toward learning. Teachers also complete checklists on the sampled children, reporting on such things as the children's language skills, special needs, program placements, attendance, and physical activity levels.

Special Education Teacher Questionnaires—Special education teachers represent a valuable source of information on themselves and the children's experience with special education

services. In a self-administered questionnaire, they are asked to provide information about their background and experience and the instructional approaches used for the sampled children who receive these services. They also provide information on sampled children's disabilities, Individual Education Plans (IEPs), and services.

School Questionnaires—In a self-administered questionnaire, school administrators, principals, and headmasters provide information on the physical and organizational characteristics of their schools, and on the schools' learning environments and programs. Special attention is paid to the instructional philosophy of the school and its expectations for students. The content covered in the school questionnaires of the ECLS-K includes school characteristics, student characteristics, teaching staff characteristics, school policies and programs, principal characteristics, and school governance and climate. Additionally, field staff conduct an independent survey of the schools' physical facilities, atmosphere (e.g., fighting in hallways), and learning environments (e.g., student work displayed).

Salary and Benefits Questionnaire—In order to trace resources directly available to children, school district business offices or headmasters complete a self-administered questionnaire capturing information on salary, merit pay (e.g., education stipends), and benefits (e.g., payroll taxes, medical insurance) for sampled children's teachers and school administrators. It represents one of the first times that specific teacher salary data can be linked to outcomes of specific children.

Student Records Abstract Form—For each sampled ECLS-K child, information is gathered from his/her school records. This form, completed by the school from its records, provides data on the child's attendance, the child's home language, whether the child has an IEP on record, and whether the child attended Head Start.

Verification of Head Start Program Participation—Head Start participation data have proven to be somewhat unreliable, as reported by either parents or schools. The ECLS-K contacted each Head Start site that a sampled child was reported to have attended. This report of participation came from either the parent-guardian interview or the student record. The Head Start site completed a self-administered form for each child that verified attendance and asked about attendance dates and program type (e.g., part- vs. full-day, center- vs. home-based).

Major Publications

America's Kindergartners (February 2000)

The Kindergarten Year (December 2000)

Entering Kindergarten: Findings from the Condition of Education (January 2001)

Information on the ECLS-K can be found on the Internet (*http://nces.ed.gov/ecls*). For further information, contact:

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Secondary Longitudinal Studies

National Longitudinal Study of the High School Class of 1972

Young people's success in making the transition from high school or college to the workforce varies enormously for reasons only partially understood. Some cling to dependency; others move into self-determination smoothly. The NLS–72 base year study and its five follow-up surveys provide data to allow researchers to study how these transitions evolve.

NLS–72 can provide information about quality, equity, and diversity of educational opportunity, and the effect of those factors on cognitive growth, individual development, and educational outcomes. It can also provide information about changes in educational and career outcomes and other transitions over time. The NLS–72 data cover the sampled cohort from 1972 to 1986.

Design

NLS–72 was designed to produce representative data at the national level on the cohort of students who were in the 12th grade in 1972. The sample for the base year of NLS–72 was a stratified, two-stage probability sample of 12th-grade students from all schools (public and private) in the 50 states and the District of Columbia during the 1971–72 school year. A sample of schools was selected in the first stage. In the second stage, a random sample of 18 high school seniors was selected within each participating school.

Data were collected by mail, telephone, and personal interviews. In addition, the survey obtained high school transcript data on high school curriculum, credit hours in major courses, grade point average, standardized test scores, and related information for each senior. To conduct intensive studies of disadvantaged students, NCES oversampled schools in low-income areas and schools with significant minority enrollments.

The size of the student sample was increased during the first follow-up survey because base-year nonrespondents were recontacted at that time. Those who provided base-year information during the first follow-up were retained and included in later follow-up efforts. Consequently, in 1972 there were 16,683 respondents, but in the first follow-up in 1973, the number increased to 21,350. The numbers of respondents in subsequent follow-ups in 1974, 1976, 1979, and 1986 were 20,872, 20,092, 18,630, and 12,841, respectively (only a subsample of 14,489 of the original sample was contacted in 1986).

In addition to the follow-ups, a number of supplemental data collection efforts were undertaken. For example, a Postsecondary Education Transcript Study was undertaken in 1984, and the fifth follow-up survey in 1986 included a supplement for those who became teachers.

Components

Base Year Survey—Age, sex, racial/ethnic background, physical handicap, socioeconomic status of family and community, school characteristics, future education and work plans, test scores, school experience, school performance, work status, and work performance and satisfaction.

Follow-up Surveys (1973, 1974, 1976, 1979, and 1986)—Marital status, community characteristics, education and work plans, educational attainment, work history, attitudes and opinions, postsecondary school characteristics, grade point average, credits earned, and financial assistance for postsecondary education.

Major Publications

Patterns and Consequences of Delay in Postsecondary Education (February 1990)

Trends in Postsecondary Credit Production: 1972 and 1980 High School Graduates (June 1990)

Careers in Teaching: Following Members of the High School Class of 1972—In and Out of Teaching (July 1991)

Statistics in Brief: High School Seniors Look to the Future, 1972 and 1992 (December 1993)

Trends Among High School Seniors, 1972–1992 (July 1995)

Data File

CD-ROM: National Longitudinal Study of the High School Class of 1972 (April 1994)

NLS–72 can be found on the Internet (*http://nces.ed.gov/surveys/nls72.html*). For further information on NLS–72, contact:

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High School and Beyond

New education issues arose after NCES began its longitudinal study of the 1972 senior class. For example, declining test scores and minimum competency testing caused concern among parents and educators alike. The rate at which many students dropped out of high school before graduation was also a concern. Increased opportunities in secondary school vocational education opened new vistas

for youths attentive to their futures. Anxiety over access to postsecondary and vocational education sharpened the focus on the educational experiences of Hispanic and other minority youths.

To examine these and other issues, NCES initiated a second longitudinal study, HS&B, to complement the first. HS&B studied the high school students of 1980. It attempted to collect the same types of data gathered in the NLS–72. However, the second study differed from the first in two significant ways. First, it addressed many newer issues of the educational process. Second, it included a sophomore cohort as well as a senior cohort. Adding the sophomore cohort made it possible to study high school dropouts and analyze changes and processes during high school.

The base-year survey of HS&B and the follow-up surveys have addressed the issues of educational attainment, employment, family formation, personal values, and community activities since 1980. For example, a major study on high school dropouts used HS&B data to demonstrate that a large number of dropouts return to school and earn a high school diploma or an equivalency certificate. Other examples of issues and questions that can be addressed with HS&B data are:

- How, when, and why do students enroll in postsecondary education institutions?
- Did those who (while in high school) expected to complete the baccalaureate (BA) degree actually do so?
- How has the percentage of recent graduates from a given cohort who enter the workforce in their field changed over the past years?
- What are the medium-term effects of not completing high school in the traditional way?
- How do employment and earnings event histories of traditional high school graduates differ from those who did not finish high school in the traditional manner?
- Do individuals who attend college earn more than those who do not attend college?
- What is the effect of student financial aid?
- What percentage of college graduates are eligible or qualified to enter a public service profession such as teaching?
- How many enter the workforce full time in the area for which they are qualified?
- In what ways do public and private schools differ?

Design

The survey design provided for a highly stratified national probability sample of over 1,100 secondary schools as the first-stage units of selection. To make the study more useful for policy analyses, certain types of schools were oversampled: public schools with a high percentage of Hispanic students, Catholic schools with a high percentage of minority students, alternative public schools, and private schools with high-achieving students. The initial national sample for HS&B was considerably larger than that drawn in NLS–72. In this survey, 36 seniors and 36 sophomores were selected in each school. Parents of these students were also sampled. In schools with fewer than 36 students in either of these groups, all eligible students were selected. The base year of this survey, which was conducted early in 1980, collected data from over 28,000 sophomores and 30,000 seniors.

The longitudinal design of the study called for follow-up surveys of substantial subsets of the two cohorts at 2-year intervals. Data collection for the first follow-up was in spring 1982. Subsequent follow-ups were also undertaken in 1984 and 1986, and another follow-up of the sophomores was conducted in 1992. The first follow-up survey, conducted in 1982, sampled almost 40,000 students (12,000 seniors and 27,000 sophomores); the second, in 1984, sampled approximately 27,000 students (12,000 seniors and 15,000 sophomores); and the third, in 1986, sampled almost 27,000 students (also 12,000 seniors and 15,000 sophomores). The 1992 follow-up collected data from almost 15,000 sophomores. In 1993, a Postsecondary Education Transcript Study was conducted for the sophomore cohort.

Data collection instruments in the base-year survey included:

- sophomore and senior student questionnaires with a series of cognitive tests;
- school questionnaires filled out by an official in each participating school;
- teacher comment checklists filled out by a teacher of the sampled student;
- second-language questionnaires; and
- parent questionnaires filled out by a sample of parents from both cohorts.

The student questionnaires focused on individual and family background, high school experiences, work experiences, and future plans. Cognitive tests administered to students measured both verbal and quantitative abilities. Sophomore tests included brief achievement measures in science, writing, and civics, while seniors were asked to respond to tests measuring abstract and nonverbal abilities. The parent questionnaire elicited information about family attitudes, financial planning, and educational goals. The school questionnaire gathered information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The teacher comment checklist provided teacher observations on students participating in the survey.

The first follow-up of sophomores provided insights into the school dropout problem and the influence of the last 2 years of high school on student attitudes and aspirations. The second follow-up in 1984 included a Postsecondary Education Transcript Study of the senior cohort. The later follow-ups of the sophomore cohort made it possible to trace the consequences of dropping out, and the extent to which dropouts later return and complete high school. In brief, HS&B provides information on the educational, vocational, and personal development of young people as they move from high school into postsecondary education or the workforce and then into adult life. The initial study (NLS–72) laid the groundwork for comparison with HS&B. It recorded the economic and social conditions surrounding high school seniors in that year and, within that context, their hopes and plans. It has since measured the outcomes, while also observing the intervening processes. HS&B allows researchers to monitor changes by retaining the same goals, measuring the economic returns of postsecondary education for minorities, and delineating the need for financial aid. By comparing the results of the two studies, researchers can determine how plans and outcomes differ in response to changing conditions or remain the same despite such changes.

Additional concerns of HS&B encompass issues that surfaced since NLS–72 began: How did the availability (or lack thereof) of student financial aid alter student plans for further education? Did middle-income families alter their attitude toward postsecondary education? These questions, as well

as concerns about declining test scores, youth employment, and bilingual education, are addressed, along with a host of others.

Components

Student Questionnaire—Age, sex, racial/ethnic background, religion, socioeconomic status of family and community, school experiences, test scores, school performance, future educational plans, family status and orientations, work experience and satisfaction, future occupational goals, plans for and ability to finance postsecondary education, and cognitive tests.

School Questionnaire—Enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students.

Teacher Comment Checklist—Teacher observations about the student.

Parent Questionnaire—Family attitudes, family income, employment, occupation, salary, financial planning, and postsecondary education goals.

Follow-up Surveys (1982, 1984, 1986, and 1992)—Sophomores: similar student information as collected in the base-year survey, school information in the first follow-up, high school and postsecondary transcripts, and data on dropping out. Seniors (not surveyed in 1992 follow-up): marital status, community characteristics, work plans, educational attainment, work history, attitudes and opinions, postsecondary school and program characteristics, postsecondary transcripts and credits earned, and type of financial aid for postsecondary education.

Major Publications

America's High School Sophomores: A Ten Year Comparison, 1980–1990 (June 1993)

High School and Beyond: Educational Attainment of 1980 High School Sophomores by 1992 (March 1995)

Understanding Racial/Ethnic Differences in Secondary School Science and Mathematics Education (March 1995)

Trends Among High School Seniors, 1972–1992 (July 1995)

Urban Schools: The Challenge of Location and Poverty (August 1996)

Continuity of Early Employment Among 1980 High School Sophomores (September 1997)

Gender Differences in Earnings Among Young Adults Entering the Labor Market (March 1998)

Data Files

CD-ROM: High School and Beyond Fourth Follow-up (Sophomore Cohort) HS&B: 1992 DAS (March 1995)

CD-ROM: High School & Beyond: 1992 (Restricted) Data File (June 1995)

HS&B can be found on the Internet (*http://nces.ed.gov/surveys/hsb*). For more information on HS&B, contact:

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National Education Longitudinal Study of 1988

NELS:88 was the third major longitudinal study sponsored by NCES. The two studies that preceded NELS:88, NLS–72 and HS&B, surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Taken together, the longitudinal studies provide not only measures of educational attainment, but also rich resources in determining the reasons for and consequences of academic success and failure. NELS:88 sought to expand on this base of knowledge by following young adolescents from an earlier age (eighth grade) and updating information throughout the 1990s.

The longitudinal design of this study permits the examination of change in young people's lives and the role of schools in promoting growth and positive life outcomes. For example, NELS:88 data can be used to investigate the following:

The transition from elementary to secondary school—The survey permits the investigation of ways students are assigned to curricular programs and courses, and how such assignments affect their academic performance as well as future career and postsecondary education choices.

The students' academic growth over time—Family, community, school, and classroom factors that promote such growth can be studied. The goal is to identify school and classroom characteristics and practices that promote student learning. The effects of changing composition of the family, which is evidenced by increasing numbers of working mothers and families headed by single parents, can also be studied.

The features of effective schools—By surveying students, teachers, and school administrators, NELS:88 enables an assessment of student educational outcomes. It is possible to identify school attributes that are associated with student academic achievement and other selected student behavior. For those researchers interested in school-effects analyses, NCES also sponsored a School Effects Supplement. In 250 of the NELS:88 schools, additional students and teachers were added in the first follow-up.

The process of dropping out of school, as it occurs from eighth grade on—NELS:88 provides the unprecedented opportunity to study young dropouts on a national scale, examine the contextual factors associated with dropping out (especially those related to the school), and profile the movement of students in and out of school, including alternative high school programs.

The role of the school in helping the disadvantaged—Given the factors of increasing teenage pregnancy rates, increasing poverty among children, and the growing proportion of language minority students, there is a need for research on the school experiences of the disadvantaged and the approaches that hold the greatest potential for assisting them. By design, the NELS:88 sample contains an ample number of disadvantaged students to study this issue.

The school experiences and academic performance of language minority students—NELS:88 oversampled Hispanics, Asians, and Pacific Islanders to allow meaningful analyses of these subpopulations. Specifically, the data provide information on variation in achievement levels and bilingual education needs and experiences.

Attracting students to the study of mathematics and science—The data show the math and science preparation students receive nationwide and the degree to which their interest in these subjects is captured. Information is also available on whether they were encouraged by their teachers and school to study advanced mathematics and science.

The transition from high school to college (postsecondary access and choice)—NELS:88 included the planning and postsecondary education application behaviors of the high school class of 1992, as well as their subsequent enrollments in postsecondary institutions.

Design

The base-year sample of 1988 8th-graders was constructed to be representative at the national level. Two-stage probability sampling was used to select schools and students. The first stage involved stratified sampling of some 1,000 public and private schools from a universe of approximately 40,000 schools containing 8th-grade students. The second stage included random samples of approximately 24 to 26 students per school. Some 25,000 8th-graders and their parents, teachers, and school principals were surveyed. When the student sample was selected, one parent and two teachers of each student were also selected as subsamples. Hispanic and Asian students were oversampled to permit analysis of the performance of language-minority students.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It can complement and strengthen state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). In the base year, four cognitive tests (reading, science, history-government, and math) were administered in addition to the student questionnaire, a parent questionnaire, a teacher questionnaire, and a school administrator questionnaire.

The design for the NELS:88 First Follow-up Survey included student, school administrator, teacher, and dropout questionnaires. Students took cognitive tests in reading, science, history-government, and math. The tests were designed to reflect 10th-grade coursework, but also had enough overlapping items with the 8th- and 12th-grade tests to permit measurement of academic growth. Selected teachers of each sampled student provided information about the student's study habits and performance, and about instructional practices in the student's classes. The NELS:88 First Follow-up was conducted between February and May of 1990.

During the spring of 1992, NCES surveyed this 8th-grade cohort again as part of the second follow-up. This second follow-up survey included student, school administrator, parent, teacher, and

dropout questionnaires. Students and dropouts also took cognitive tests in reading, science, social science, and math. High school transcripts were also collected from second follow-up participants.

For those researchers interested in school-effects analyses, NCES also sponsored a School Effects Supplement. In 250 of the NELS:88 schools, additional students and teachers were added during the first and second follow-ups.

During the spring of 1994, NCES surveyed this cohort again. The focus of the interviews was employment, education, and family formation experiences. The sampled population was interviewed using CATI in order to determine whether they completed high school, and, if so, by what means (e.g., regular completion, GED, or some other method). The interview also collected information about other activities since the last interview in 1992 (e.g., working, number of jobs, periods worked, description of work and education, postsecondary activities, field of study, and periods of time). This follow-up also asked questions about sexual activities (e.g., age at first sexual activity, frequency, if birth control is used, and method of birth control used).

Another follow-up was conducted in 2000, by which time many in this cohort had finished their postsecondary education and completed a transition into the labor force. Others had been in the labor force for about 8 years.

Components

Base Year (1988)

Student Questionnaire—Family background items, interaction with parents regarding in- and out-of-school activities, educational and occupational goals, perceptions about self and school, participation in classes and activities, and self-reported grades. Four cognitive tests: reading, math, science, and history-government.

Parent Questionnaire—Social-demographic characteristics, participation in student course selection, long-range educational planning, in- and out-of-school activities, establishing home discipline and interaction with the school, family educational expenses, and sources of income for children's education.

School Administrator Questionnaire—School characteristics: grade span, school type, enrollment and major program orientation, policies and practices, admission procedures and tuition, grading, testing and minimum course credits, gifted and talented programs, extracurricular activities, and school climate. Student characteristics: average daily attendance, migration, race/ethnicity, single-parent households, limited-English-proficiency classes, and special student services, such as remedial classes and job training. Teaching staff characteristics: size, race/ethnicity, salary, and degree.

Teacher Questionnaire—Student information: personal characteristics, behavior, academic performance, attitudes, problems, and handicaps. Class information: homework assigned, use of instructional materials, choice of textbook-workbook, curriculum, and topical coverage. Teacher information: sex, race/ethnicity, age, experience, certification, degree, foreign language proficiency, in-service education, classroom preparation, parent contact, perception of school climate, and experience teaching gifted and talented children.

First Follow-up (1990)

Student Questionnaire—School experiences and activities, plans for the future, language use, opinions about self, attitudes, religion, finances, and family composition. Four cognitive tests: reading, math, science, and history-government.

Dropout Questionnaire—Same as Student Questionnaire except school experiences and activities section includes questions about leaving school, grade at the time, and if the student returned to school.

Teacher Questionnaire—Student information: academic performance, behavior, homework, absenteeism, parental involvement, and language minority status. Class information: enrollment, composition, homework assigned, class schedule, teaching materials, methods, and objectives. Teacher information: sex, race/ethnicity, subjects taught, and degrees held. School climate information: cooperation among staff, shared beliefs, and problems.

School Administrator Questionnaire—School characteristics: grade span, enrollment, control of school, community location, calendar system, programs, facilities and services, and absenteeism. Student characteristics: race/ethnicity, single-parent homes, limited English proficiency, free lunch programs, busing, and 10th-grade dropouts. Teaching staff characteristics: meetings, departmentalization, chairpersons, full-time teachers, salaries, race/ethnicity, and degrees. School admission policies and practices: grading structure, testing structure, or both; school programs; and school climate.

Second Follow-up (1992)

Student Questionnaire—School experiences and activities, age, social development, opinions about self, attitudes, occupational expectations and aspirations, money and work, language use, early graduate supplement, and school structure.

Parent Questionnaire—Family background, child's school life, parental behavior concerning student course selection, student educational outcomes, long-range educational planning, contact with child's school, family life, friends, activity in the community, child's future plans, postsecondary education aspirations, parent involvement, in- and out-of-school activities, family educational expenses, and sources of income for child's education.

School Administrator Questionnaire—School characteristics: school environment and policies, total enrollment, grade span, school type, school activities, school programs and services, grading and testing structure, and school climate. Student characteristics: average daily attendance, race/ethnicity, single-parent households, and limited-English-proficiency classes and special student services, such as remedial classes and job training. Teacher staff characteristics: size, full or part time, salary, and degree.

Teacher Questionnaire—Student information: academic performance, behavior, homework, absenteeism, parent involvement, and language minority status. Class information: enrollment, composition, homework assigned, class schedule, teaching materials, methods, and objectives. Teacher information: sex, race/ethnicity, experience, certification, degree, and in-service education. School climate information: cooperation among staff, shared beliefs, and problems.

Dropout Questionnaire—How time is spent, past educational activities, reasons for dropping out, family reactions, peer group support, and plans and aspirations for returning to school.

THIRD FOLLOW-UP (1994)

Student CATI Interview—High school completion and mode of completion, education and work plans, educational attainment, work history, marital status, family formation, personal values, community activities, postsecondary school and program characteristics, and type of financial aid for postsecondary education.

FOURTH FOLLOW-UP (2000)

Student CATI Interview—High school completion and mode of completion, education and work plans, professional development activities, educational attainment, work history, marital status, family formation, personal values, community activities, postsecondary school and program characteristics, and type of financial aid for postsecondary education.

Major Publications

America's High School Sophomores: A Ten Year Comparison, 1980–1990 (June 1993)

School Engagement and Students At Risk (August 1993)

A Profile of the American High School Sophomore in 1990 (March 1995)

NELS:88 Students' School Transition Patterns Between 8th and 10th Grades (April 1995)

A Profile of the American High School Senior in 1992 (July 1995)

Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders (September 1995)

NELS:88 High School Seniors' Instructional Experiences in Science and Math (March 1996)

NELS:88/94 Descriptive Summary Report With an Essay on "Access and Choice in Postsecondary Education" (May 10, 1996)

A Comparison of High School Dropout Rates in 1982 and 1992 (October 1996)

Science Proficiency and Course Taking in High School: The Relationship of Science Course-Taking Patterns to Increases in Science Proficiency Between 8th and 12th Grades (April 1997)

Profiles of Students with Disabilities as Identified in NELS:88 (June 1997)

Access to Postsecondary Education for the 1992 High School Graduates (October 1997)

Confronting the Odds: Students At Risk and the Pipeline to Higher Education (January 1998)

Subsequent Educational Attainment of High School Dropouts (June 1998)

Data Files

CD-ROM: NELS:88/94 Data Analysis System (May 1996)

CD-ROM: National Education Longitudinal Study: 1988–94 Data Files and Electronic Codebook System (1999 Re-release)

NELS:88 can be found on the Internet (*http://nces.ed.gov/surveys/nels88*). Further information on NELS:88 may be obtained from:

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Postsecondary Longitudinal Studies

Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) was started to complement the high school cohort longitudinal studies and to improve data on participants in postsecondary education. Because older students, in addition to recent high school graduates, are increasingly included in postsecondary education, high school cohort studies are not representative of all postsecondary participants at a given point in time. Because BPS includes these "nontraditional" as well as "traditional" students, it is representative of all beginning students in postsecondary education.

The BPS survey includes information regarding persistence, progress, and attainment from initial time of entry into postsecondary education through leaving and entering the workforce. By following a postsecondary education cohort (rather than a single-age elementary or secondary school cohort), BPS describes to what extent, if any, students who start postsecondary education later differ in their progress, persistence, and attainment. Because students who delay entry into postsecondary education have different experiences prior to entry than students who enter immediately after high school, their transitions between levels of education and work may also be different. In addition to

issues related to persistence, progress, and attainment. BPS also directly addresses issues concerning entry into the workforce. Its unique contribution is the inclusion of nontraditional (or older) students. This provides the ability to analyze the differences, if any, between traditional (recent high school graduates) and nontraditional (older) students in aspirations, progress, persistence, and attainment.

Among the questions BPS addresses are: Do students who are part time or discontinuous attendees have the same educational goals as full-time, consistent attendees? Are they as likely to attain similar educational goals? Are students who change majors more or less likely to persist? The publication, *Descriptive Summary of 1989–90 Beginning Postsecondary Students: 5 Years Later,* presented rates of persistence and degree attainment. In addition, *Nontraditional Undergraduates* presented differences in persistence found for traditional and nontraditional students. The report *Descriptive Summary of 1995–96 Beginning Postsecondary Students: Three Years Later, With an Essay on Students Who Started at Less-Than-4-Year Institutions* provides information on the second BPS cohort.

Design

The BPS is based on the NPSAS. The NPSAS is a large, nationally representative sample of institutions, students, and parents (see NPSAS description in chapter 4 for more information). As such, it provides a highly efficient and cost-effective way of identifying a nationally representative sample of beginning students attending postsecondary institutions. In addition, data from all components of the NPSAS (the Student Record Abstract, Student Interview, and Parent Survey) are available as base-year data for the BPS sample. For the second BPS cohort, annual matches with U.S. Department of Education financial aid records and SAT/ACT scores are also included The first BPS followed NPSAS:90 beginning students starting in 1992. About 8,000 students who began their postsecondary education career in the 1989–90 academic year responded to NPSAS:90 and were included in the first BPS (BPS:90/92) in the spring of 1992 and the second BPS (BPS:90/94) in 1994. NPSAS:90 collected data for over 6,000 parents of those students. The second BPS followed NPSAS:96 students beginning their postsecondary education in the 1995–96 academic year. Over 10,000 students responded to the first follow-up of the second cohort. A second follow-up for BPS:96 will take place in 2001.

New BPS cohorts alternate with the Baccalaureate and Beyond Longitudinal Study (B&B) in using NPSAS as their base.

Public-use data from BPS:90/92/94 and BPS:96/98 cohorts are available through the Internet and on CD-ROM.

Components

NPSAS (Base Year 1990 and 1996)—Major field of study, type and control of institution, financial aid, cost of attendance, age, sex, race/ethnicity, family income, reasons for school selection, current marital status, employment and income, community service, background and preparation for college, college experience, future expectations, parents' level of education, income, and occupation.

BPS Follow-up Surveys (1992, 1994, and 1998)—Year in school, persistence in enrollment, academic progress, degree attainment, change in field of study, institution transfer, education-

related experiences, current family status, expenses and financial aid, employment and income, employment-related training, community service, political participation, and future expectations.

Major Publications

Descriptive Summary of 1989–90 Beginning Postsecondary Students: 5 Years Later With an Essay on "Postsecondary Persistence and Attainment" (May 1996)

Nontraditional Undergraduates: Trends in Enrollment from 1986 to 1992 and Persistence and Attainment Among 1989–90 Beginning Postsecondary Students (December 1996)

Transfer Behavior Among Beginning Postsecondary Students: 1989–94 (June 1997)

Early Labor Force Experiences and Debt Burden (September 1997)

Postsecondary Financing Strategies: How Undergraduates Combine Work, Borrowing, and Attendance (March 1998)

First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education (June 1998)

Descriptive Summary of 1995–96 Beginning Postsecondary Students: Three Years Later, With an Essay on Students Who Started at Less-Than-4-Year Institutions (March 2000)

Data File

CD-ROM: Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96/98) Public Use Data Analysis System (April 2000) (contains both BPS public-use DAS systems)

BPS can be found on the Internet (*http://nces.ed.gov/surveys/bpsl*). Further information on BPS may be obtained from:

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Baccalaureate and Beyond Longitudinal Study

Baccalaureate and Beyond (B&B) provides information concerning education and work experiences after completion of the bachelor's degree. It provides both cross-sectional information 1 year after bachelor's degree completion (comparable to the Recent College Graduate (RCG) Survey) and longitudinal data concerning entry into and progress through graduate-level education and the workforce. A special emphasis of B&B is on those entering teaching.

B&B provides information on entry into, persistence and progress through, and completion of graduate-level education. This information has not been available through follow-ups involving high school cohorts or even college-entry cohorts, both of which are restricted in the number who actually

complete the bachelor's degree and continue their education. B&B:93/97 provided a unique opportunity to gather information concerning delayed entry into graduate education, time to completion of graduate education, and the interaction between work and education beyond the bachelor's degree. B&B:93/2003 will expand this opportunity and begin to provide information concerning graduate study and long-term employment experiences after degree completion.

B&B is an expansion of the former RCG Survey. The RCG focused on the immediate postdegree employment and education experiences of people who completed a bachelor's or master's degree, and also estimated the potential supply of newly qualified teachers at the elementary and secondary levels. B&B expands that effort to provide unique information on education and employment experiences at the undergraduate level as well as extensive information on financing the undergraduate education. In addition, B&B:93 provides that information over a longer period of time and addresses issues concerning delayed entry into graduate school, progress and completion of graduate-level education, and undergraduate and graduate debt and its impact on choices related to career and family. In addition, it provides new information on the career paths of new teachers and movement into and outside the education system.

B&B covers a number of topics of interest to policymakers, educators, and researchers. For example, B&B allows analysis of the participation and progress of recent bachelor's degree completers in the workforce, the relationship of employment to degree, the income and ability to repay debt, and the willingness to enter public service-related fields. B&B also allows analysis of issues related to access to and choice in graduate education programs. Here, the emphasis is on ability, ease, and timing of entrance into graduate school, and attendance-employment patterns, progress, and completion timing once entered.

The unique features of B&B allow it to be used to address issues related to undergraduate education as well as postbaccalaureate experiences. For instance, B&B allows the investigation of issues related to undergraduate course-taking patterns, progress, and time to degree. This can involve such things as course taking in the major area of study, as well as in areas other than the academic major; stopout and transfer behavior; credits and grades earned; financial aid and work experiences as an undergraduate and their relationship to postbaccalaureate education; and financial experiences. This information has been used to investigate the relationship between undergraduate debt burden and early labor force experiences, and between undergraduate academic experiences and entry into teaching. These and other relationships can be investigated both in the short term and over longer periods.

Because B&B has a special emphasis on new teachers at the elementary and secondary levels, it can be used to address many issues related to teacher preparation, entry into the profession (e.g., timing and ease of entry), persistence in or defection from teaching, and career movement within the education system.

Employment and enrollment patterns can also be examined for special baccalaureate degree populations. These populations include, but are not limited to, students with disabilities, racial and ethnic minorities, students from families with low incomes, and older students. B&B also allows investigation of the experiences of students by major field of study at both the undergraduate and graduate levels. Major fields of particular interest include mathematics, science, engineering, teacher preparation, and health studies.

Design

B&B is based on the NPSAS (described separately in chapter 4). The NPSAS is a large, nationally representative sample of institutions, students, and parents. As such, it provides a highly efficient and cost-effective way of identifying a nationally representative sample of baccalaureate degree completers. For each NPSAS that serves as the base year for a B&B cohort, the sample is structured to provide an optimum sample of graduating seniors in all majors. This allows the accurate identification of baccalaureate degree completers, and provides additional information concerning both past education experiences and future education employment expectations. Data from all components of the NPSAS are available as base-year data for the B&B sample.

B&B will follow baccalaureate degree completers identified in alternating NPSAS surveys, beginning with NPSAS:93. About 11,000 students who completed their degree in the 1992–93 academic year were included in the first B&B cohort, followed up in 1994 and 1997 to date (B&B:93/97), with a third follow-up scheduled for 2003. NPSAS:93 also provided data for over 8,000 of their parents. In addition to the student interview data, B&B:93/94 collected postsecondary transcripts covering the undergraduate period. These transcripts provide information on progress and persistence at the undergraduate level. The second B&B follow-up took place in spring 1997 (B&B:93/97) and provided new information on employment, entry into graduate school, and progress in the teacher pipeline. A new B&B cohort began with the 2000 NPSAS and will involve only a 1-year follow-up in 2001. Future B&B cohorts will alternate with BPS in using NPSAS surveys as their base.

Components

Base Year

NPSAS Data—Year in school, major field of study, type and control of institution, attendance status, tuition and fees, admission test scores, financial aid awards, cost of attendance, student budget information and expected family contribution for aided students, grade point average, age, date first enrolled, level, major field of study, financial aid at other schools attended during year, other sources of financial support, monthly expenses, reasons for selecting the school they attended, current marital status, age, race/ethnicity, sex, highest degree expected, employment and income, community service, expectations for employment after graduation, expectations for graduate school, plans to enter the teaching profession, parents' level of education, income, and occupation.

First Follow-up

B&B:93/94 and B&B:2000/2001—Employment after degree completion, job search activities, expectations for and entry into teaching, teacher certification status, job training and responsibilities, expectations/entry into graduate school, enrollment after degree, financial aid, loan repayment/status, income, family formation and responsibilities, community service, undergraduate coursework, institutions attended, grades, credits attempted and earned, and academic honors earned. In addition, B&B:93/94 contains undergraduate transcript records.

SECOND FOLLOW-UP

B&B:93/97—Employment history, enrollment history, job search strategies at degree completion (each new degree completed), career progress, current status in graduate school, federal and nonfederal aid received, additional job training, entry into, persistence in, and resignation from teaching career, teacher certification status, teacher career paths, income, family formation and responsibilities, community service, types and amounts of federal financial aid received, total federal debt accrued, and loan repayment status.

Major Publications

A Descriptive Summary of 1992–93 Bachelor's Degree Recipients: One Year Later (August 1996)

B&B Teacher Report: Out of the Lecture Hall and Into the Classroom: 1992–93 (September 1996)

College Graduates and Elementary/Secondary School Teaching (September 1996)

America's Teachers: Profile of a Profession, 1993–94 (July 1997)

Early Labor Force Experiences and Debt Burden (September 1997)

Life After College: A Descriptive Summary of 1992–93 Bachelor's Degree Recipients in 1997, With an Essay on Participation in Graduate and First-Professional Education (July 1999)

Progress Through the Teacher Pipeline: 1992–93 College Graduates and Elementary/Secondary School Teaching as of 1997 (December 1999)

Data Product

CD-ROM: Baccalaureate and Beyond Longitudinal Study Second Follow-up B&B:93/97 Public Use Data Analysis System (DAS) (January 2000)

B&B can be found on the Internet (*http://nces.ed.gov/surveys/B&B*). Further information on B&B may be obtained from:

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Plans for Longitudinal Studies

The fourth follow-up for NELS:88 was completed in 2000. As part of BPS, a sample of students who began their postsecondary education in 1995–96 are being interviewed again in 2001. As part of B&B, a sample of students who received their bachelor's degrees in 1999–2000 will be interviewed again in 2001 and a sample of 1992–93 bachelor's degree recipients will be interviewed again in 2003, pending availability of funds. The ECLS-K will be collecting data in the spring of 2002 and 2004 when the children are in the third and fifth grades. The ECLS-B will enter the field for national data collection in the fall of 2001.

Table 5.—Data Collection Calendar for Longitudinal Studies

Surveys	Base Year and Years of Follow-up Studies						
	1998	1999	2000	2001	2002	2003	2004
Early Childhood Longitudinal Study-Kindergarten	B	B,F	F		F		F

	Base Year and Years of Follow-up Studies					
	1972	1973	1974	1976	1979	1986
National Longitudinal Study of 1972	B	F	F	F	F	F

	Base Year and Years of Follow-up Studies				
	1980	1982	1984	1986	1992
High School and Beyond					
Seniors	B	F	F	F	
Sophomores	B	F	F	F	F

	Base Year and Years of Follow-up Studies				
	1988	1990	1992	1994	2000
National Education Longitudinal Study of 1988	B	F	F	F	F

B = base year F = follow-up

Table 5.—Data Collection Calendar for Longitudinal Studies—Continued

Surveys	Base Year and Years of Follow-up Studies (school year ending)								
	1990	1992	1993	1994	1995	1996	1997	1998	2001
Beginning Post-Secondary Students									
1989–90	B=89–90	F=91–92		F=93–94					
1995–96						B=95–96		F=97–98	F=2000–01

	Base Year and Years of Follow-up Studies (school year ending)								
	1992	1993	1994	1997	1999	2000	2001	2002	2003
Baccalaureate and Beyond									
1992–1993		B=92–93	F=93–94	F=96–97					F=2002–03
1999–2000						B=99–2000	F=2000–01		

B = base year F = follow-up

7. INTERNATIONAL STATISTICS

Insights into the educational practices and outcomes of the United States are obtained by comparing them with those of other countries. Congress, in authorizing NCES, recognized the importance of crossnational information by including it in the agency's mission. NCES carries out a variety of activities to provide statistical information comparing the educational experiences and trends in other countries to those in the United States. Through comparisons with other countries, it is possible to learn more about the status of education in the United States and to generate new ideas for improving American education.

NCES plays a central role among organizations involved in collecting and interpreting international data and has created an International Studies Program within the Early Childhood, International, and Crosscutting Studies Division to coordinate NCES efforts in international education studies. NCES is actively involved with the Organization for Economic Cooperation and Development (OECD), based in Paris, France, and with the International Association for the Evaluation of Educational Achievement (IEA), based in Amsterdam, Netherlands. NCES, along with the National Science Foundation, also supports the Board on International Comparative Studies in Education at the National Academy of Sciences. The board discusses U.S. participation in international education studies and provides advice on ways to improve these studies. In addition, NCES works with the Office of the Under Secretary, U.S. Department of Education, on the statistics project for the Asian Pacific Economic Cooperation (APEC) Education Forum.

There is a great deal of interest in the findings of international student assessment studies and in the development of education indicators that facilitate comparisons among national systems of education. This interest has been spurred by increased concern about global economic competition and the role education plays in the economy.

International assessment studies provide answers to questions of how other countries educate their children and with what success. Such comparisons lead to reexamination of our own teaching practices and challenge the conventional wisdom underlying them. The assessments not only compare the performance of American students with those of their peers in other nations, but also provide insights into the factors that influence performance.

The work that NCES conducts with other OECD and APEC countries is designed to provide comparable indicator data about the activities and outcomes of educational systems and institutions in member nations. Such data can lead to improvements in accountability and policymaking. These data are increasingly relevant to policy formulation as the political, economic, and cultural ties grow among countries.

Data Uses

NCES receives many requests for information about education in other countries, such as school achievement levels, school completion rates, school expenditure levels, and higher education enrollment rates. Policymakers, such as chief state school officers, governors, and local school officials, also want to know the average level of achievement in other countries. Most requests are for data concerning highly developed countries (e.g., Australia, Canada, England, France, Germany,

and Japan). This particular concern relates to maintaining a leading position in the world economy. However, interest goes beyond how well the education systems do in preparing youth for the labor force, to questions of civic engagement and further participation in education.

NCES also provides international data on instructional practices. These data are gathered through two vehicles: survey data gathered at the same time assessment data are collected and videotape data. Both vehicles allow researchers to examine and illustrate instructional practices around the world.

Data from these international activities appear prominently in numerous publications produced not only in the United States, but also by international organizations. The OECD publication, *Education at a Glance*, relies heavily on data gathered through NCES. United Nations Educational, Scientific, and Cultural Organization reports on literacy have begun to follow the conventions developed by the International Adult Literacy Study, which NCES helped to underwrite.

Studies and Activities

1999 Third International Mathematics and Science Study–Repeat

The 1999 Third International Mathematics and Science Study–Repeat (TIMSS–R), sponsored by the IEA, is a study of 8th-grade mathematics and science achievement in the United States and 37 other nations. It is a successor to the earlier Third International Mathematics and Science Study (TIMSS), conducted in 1995, and is part of a series of regular international assessments planned on a 4-year cycle. However, unlike TIMSS, the 1999 TIMSS–R study focused on 8th-grade students only. TIMSS–R allows the United States to compare the achievement of its 8th-graders in the original TIMSS to the scores of its 8th-graders 4 years later in TIMSS–R. It also provides an opportunity for the United States to compare the relative performance of its 4th-graders in 1995 to the relative performance of its 8th-graders 4 years later in 1999. In addition, TIMSS–R allows for comparisons among nations on education-related contextual factors collected from schools, teachers, and students. Moreover, the United States sponsored three additional components of TIMSS–R that will enrich our knowledge of education in an international context.

TIMSS–R Benchmarking Project—Twenty-seven states, districts, or consortia of districts throughout the United States participated as their own "nations" in this project, following the same guidelines as the participating nations. Participants are able to assess their comparative international standing and evaluate their mathematics and science programs in an international context.

TIMSS–R Videotape Classroom Study—Building on the work of the first TIMSS videotape study of mathematics, the TIMSS–R Videotape Classroom Study examines national samples of 8th-grade mathematics and science instructional practices in seven nations. The study is designed to reveal national-level portraits of mathematics and science teaching practices that can provide a more detailed context for understanding mathematics and science teaching and learning in the classroom.

National Assessment of Educational Progress/TIMSS–R Linking Study—A subsample of students taking the 2000 NAEP mathematics and science assessment also took the TIMSS–R assessment. This provides an opportunity to compare students' performance on NAEP to their performance on TIMSS–R, and allows for estimates of how states participating in NAEP 2000 would perform had they participated in TIMSS–R. Results from the TIMSS–R Benchmarking Project are used to check the results of this linking study.

With many states and districts creating content and performance standards targeted at boosting student achievement to "world-class" levels in mathematics and science, the Benchmarking Project can provide reliable data on how state and district students compare internationally in these areas. Results from the TIMSS–R Videotape Classroom Study should also add to our understanding of mathematics and science instructional practices in nations with high student-achievement levels on assessments such as TIMSS. Findings from the NAEP/TIMSS–R Linking Study provide states the opportunity to compare their students to their peers in other nations.

Taken together, these components of TIMSS–R provide a rich source of data for the better understanding of the educational context in which mathematics and science teaching and learning takes place. More importantly, TIMSS–R makes it possible to track changes in achievement and certain background factors from the earlier TIMSS study, a first for any international study. Moreover, TIMSS–R provides valuable information on the state of education in the United States and other nations, and continues the tradition of international comparative study of mathematics and science education begun in the 1960s.

TIMSS–R addresses the following questions and more, about mathematics and science learning:

- How does the mathematics and science knowledge of U.S. 8th-grade students compare to that of other nations?
- Has the level of knowledge of mathematics and science of 8th-grade students changed since 1995 and has the relative international standing of U.S. 8th-grade students changed in the 4 years since the original TIMSS?
- How does the relative performance of U.S. 8th-grade students in 1999 compare to the relative performance of U.S. 4th-grade students 4 years earlier, in 1995?
- How do nations compare on education-related background factors studied in TIMSS–R?
- How do U.S. mathematics and science teachers compare to their international colleagues in their preparation for teaching?
- What instructional techniques do mathematics and science teachers in other nations employ in the classroom? How do the teaching skills of U.S. teachers compare to those of their international peers?

Design

TIMSS–R was designed to focus on students at the 8th grade. This allowed for comparisons of the achievement of 8th-graders in 1999 to the 8th-graders and 4th-graders who participated in TIMSS 1995. The TIMSS–R assessment included two parts: mathematics and science items in multiple-choice and free-response formats, and school, teacher, and student questionnaires that requested

information to help provide a context for the performance scores. An international panel of assessment and content experts, following the same assessment framework established for TIMSS, developed the mathematics and science items in TIMSS–R.

All participating nations were required to draw nationally representative samples of students and schools for the TIMSS–R study. Both public and nonpublic school students in all participating nations received the TIMSS–R assessments and questionnaires. Most nations, including the United States, conducted the assessment 2 to 3 months before the end of the 1998–99 school year. Students with special needs and disabilities that would make it difficult for them to take the test were excused from the assessment. Such exclusions were documented by each participating nation, including the United States. In each nation, the assessments and questionnaires were translated into the primary language or languages of instruction. In the United States, all testing was done in English. The student assessment portion required approximately 1½ hours to complete.

Major Publications

TIMSS 1995

Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context (November 1996)

Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context (June 1997)

Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context (February 1998)

The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States (February 1999)

Mathematics and Science in the Eighth Grade: Findings from Comparisons of the Third International Mathematics and Science Study (June 2000)

TIMSS–R 1999

Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999 (December 2000)

Highlights from TIMSS–R (December 2000)

Data File

TIMSS 1995 Population 1, 2, and 3 data files available from the International Study Center at Boston College (September 1997)

Additional details and publications on TIMSS 1995 and TIMSS–R 1999 can be found on the Internet (*http://nces.ed.gov/timss*). For further information about TIMSS or TIMSS–R, contact:

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1999 Civic Education Study

The Civic Education Study (CivEd) was conducted in 1999 and provides information on what U.S. 9th-graders know about democratic practices and institutions in relationship to students in 27 other participating countries. CivEd also provides invaluable data to understand U.S. 9th-grade students' attitudes toward democracy, national identity, international relations, and social cohesion and diversity. CivEd is sponsored by the IEA.

CivEd is the result of a major consensus-building effort across the participating 28 countries. Experts in civic education as well as authorities in educational measurement were involved in developing the study framework and assessment instruments. In addition, a preliminary phase of the study conducted case-study research in each participating country to inform the development of the framework and assessment instruments.

CivEd measures content knowledge across the following three domains:

- Democracy;
- National identity and international relations; and
- Social cohesion and diversity.

Questions that CivEd can help inform include:

- How does the civic achievement of U.S. 9th-grade students compare to achievement in other countries?
- What are the strengths and weaknesses of U.S. 9th-grade students in civic education?
- Are U.S. 9th-grade students more proficient in civic content or civic-related skills needed in daily life?
- Are there significant differences across race, gender, and socioeconomic background in the civic achievement of U.S. 9th-grade students?

- What is the school and classroom context for the civic achievement of U.S. ninth-grade students?
- How does the civic education curriculum in the United States compare in structure to that of other countries?

Components

Student Questionnaire—Consists of three parts and contains cognitive items related to knowledge across the three domains of civic education, questions intended to provide background data on students used to interpret the assessment results, and questions intended to determine students' understandings and perceptions of issues in the three domains.

School Questionnaire—Designed to gather information on the school's general environment, how civic education is integrated into the school curriculum, how it is structured, and how many staff members are involved in civic education.

CivEd is designed to focus on students at the 9th-grade level. All participating nations were required to draw a nationally representative sample of students for the study.

Major Publications

The international report was released in mid-March 2001. The U.S. national in-depth report was released in late April 2001.

Additional details about CivEd can be found on the Internet (*http://nces.ed.gov/surveys/cived*). For further information about CivEd, contact:

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Program for International Student Assessment

The Program for International Student Assessment (PISA) is sponsored by the OECD. PISA is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. PISA assesses some of the knowledge and skills that enable students to participate fully in society and the economy, and to become lifelong learners. While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based knowledge to include the knowledge and experiences gained outside of school.

In each assessment cycle, PISA focuses on one of the three subject areas, devoting approximately two-thirds of testing time to an in-depth assessment of the major domain and the remaining one-third of testing time to the other two minor domains. The subject areas of PISA are:

reading literacy—Requires students to perform a range of tasks with different kinds of texts. The tasks range from retrieving specific information to demonstrating a broad understanding, interpreting text, and reflecting on its content and features. Reading literacy is the major domain of focus in 2000.

mathematical literacy—Entails the use of mathematical competencies at several levels, ranging from performance of standard mathematical operations to mathematical thinking and reflection. Mathematical literacy is the major domain of focus in 2003.

scientific literacy—Involves the use of key scientific concepts in order to understand and help make decisions about the natural world. It involves being able to recognize scientific questions, use evidence, draw scientific conclusions, and communicate these conclusions. Scientific literacy is the major domain of focus in 2006.

On its regular 3-year cycle, PISA will provide trend data in a major subject area every 9 years. Questions that PISA helps address include the following:

- How do U.S. 15-year-olds perform in the subject areas covered by PISA in comparison to their international counterparts?
- What are the strengths and weaknesses of U.S. 15-year-olds in reading literacy, mathematical literacy, and scientific literacy?
- Are U.S. 15-year-olds more proficient in any of the three subject areas than their international peers?
- Are there significant differences across race, gender, or socioeconomic background in reading literacy, mathematical literacy, and scientific literacy as measured by PISA?
- Are U.S. 15-year-olds able to analyze, reason, and communicate their ideas effectively?

Design/Components

PISA is designed to focus on 15-year-old students. In the United States, these are defined as 9th- and 10th-graders. A nationally representative sample of students at the grade levels where the model age is 15 is asked to complete the PISA assessment and background questionnaires. To assess the performance of students and to provide education-related contextual information to understand their performance, PISA includes the following three components:

Assessment Items—In PISA 2000, students are required to read a number of written passages (sometimes combined with diagrams) and answer questions related to them. Question types range from multiple-choice to extended-response. The objective of the assessment items is to determine whether students can reflect and think about the domain being assessed, rather than simply repeat knowledge they have learned. The focus of the assessment items will change with each cycle of PISA.

Student Questionnaire—For PISA 2000, the student questionnaire was developed to collect information on school and out-of-school experiences of students, their reading habits, and other basic information considered important to interpreting the assessment results.

School Questionnaire—For PISA 2000, a school administrator or someone knowledgeable about the school was asked to complete a questionnaire about the staff and its policies.

PISA was designed through an intensive, collaborative process involving all participating nations. PISA brought together content and testing experts to develop the framework from which all PISA assessments are developed.

Data collection for PISA 2000 in the United States took place in spring 2000. Each participating nation was required to draw a nationally representative sample of 15-year-olds.

Major Publications

The first publications based on PISA will appear beginning in late 2001. The first report will focus on reading literacy, as that is the major domain of focus in PISA 2000. A series of analytical reports will also be published by the OECD, examining the implication of PISA for specific policy topics.

Additional details about PISA can be found on the Internet (*http://www.pisa.oecd.org*). For further information about PISA, contact:

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2001 Progress in International Reading Literacy Study

The 2001 Progress in International Reading Literacy Study (PIRLS) is sponsored by the IEA. PIRLS focuses on the reading literacy of 9-year-olds and the experiences they have at home and school in learning to read. PIRLS follows the last international study of reading literacy done 10 years ago, and is planned as a regular international assessment to be conducted every 4 years, allowing for the measurement of trends in reading literacy over time.

PIRLS offers the possibility of making comparisons of student reading performance across nations and providing international benchmarks by focusing on the following three aspects of reading literacy:

- processes of comprehension;
- purposes for reading; and
- reading behaviors and attitudes.

PIRLS helps measure progress toward the national goal of promoting reading literacy for all students and allows for comparisons among nations on important educational policy issues. PIRLS addresses the following questions about reading literacy:

- How well do U.S. 4th-grade students read literary texts compared to students in other countries?
- How well do U.S. 4th-grade students read informational texts compared to students in other countries?
- What are students' reading habits and attitudes, and how do they relate to reading achievement?
- What home and school factors relate to students' reading literacy achievement?

Design/Components

PIRLS is designed to focus on 9-year-old students. In the United States, these are defined as 3rd- and 4th-graders. A nationally representative sample of students—in intact classes at the grade levels where the model age is 9—is asked to demonstrate how well they read and how well they understand what they read. To assess the reading performance of students and to provide education-related contextual information to understand their performance, PIRLS includes the following two components:

Reading Assessment—Developed for 9-year-olds, this assessment represents a range of text types that students would have likely encountered by this age. The assessment items that accompany the texts require students to demonstrate a range of skills related to reading literacy.

Student, Teacher, and School Questionnaires—These questionnaires were developed to collect information on the home and school reading experiences of students, teacher expectations and beliefs, reading instruction practices, school reading programs, and students' reading habits and experiences both in and out of school.

An international panel of assessment and content experts developed the PIRLS framework, from which the reading literacy assessment and questionnaires were designed. Data collection in the United States was conducted in spring 2001.

Major Publications

Publications will begin in late 2002—early 2003.

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Adult Literacy and Lifeskills

The Adult Literacy and Lifeskills (ALL) survey is a collaborative project designed to inform both education and labor market policy and program development activities in participating countries. ALL is a large-scale, comparative survey that goes beyond previous international studies, such as the International Adult Literacy Survey. ALL is designed to identify and measure a broad range of skills in the adult population (ages 16–65) in each participating country. The skills that ALL aims to directly measure are:

- prose and document literacy;
- numeracy; and
- analytical reasoning.

The framework establishing the scales for these three skills is the result of a major consensus-building effort among participating countries, and is partly based on the framework developed for the International Adult Literacy Survey. However, the ALL framework goes beyond prior studies by encompassing a broader range of skills than previously assessed. In particular, ALL aims to provide direct measures of adults' abilities to make sense of information that may involve numbers, measurements, probabilities, shapes, statistical information, or quantitative arguments (i.e., numeracy), and to solve problems analytically.

Questions that ALL is intended to address include the following:

- How do the skills demonstrated by the U.S. adult population, as measured in ALL, compare to the skills of adults in other countries?
- Are U.S. adults more proficient in numeracy skills than their international peers? In problem solving? In understanding and using information embedded in texts and materials?
- How do the skills measured in ALL relate to one another?
- What is the relationship between the skills measured in ALL to individual economic and social status?
- Are there significant differences across race, gender, and socioeconomic background in the skills demonstrated by U.S. adults?

Design

ALL includes assessment items designed to measure the three main skill areas stated above. In addition, ALL will collect background information from adults about their educational, economic, and social attainment; their ongoing enhancement or maintenance of skills; and other factors known to be related to adult workplace and lifeskills.

Each participating nation is required to draw a nationally representative sample of its adult population (ages 16–65). ALL will be administered as a paper-and-pencil test, using standardized administration procedures in a household setting. The total length of the test is likely to take 60 minutes on average. In addition, the background questionnaire will take approximately 30 minutes to complete. Data collection for ALL is scheduled for the third and fourth quarters of 2002.

Additional details on ALL can be found on the Internet (*http://nces.ed.gov/surveys/all*). For further information on ALL, contact:

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OECD International Education Indicators Project

NCES has been working cooperatively with the member countries of the OECD since 1988 to develop an education indicator reporting system. The goal of the Indicators of Education Systems Project (INES) is to improve the comparability of education data across the 28 OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. NCES chairs Network A, which develops indicators for student outcomes, and participates in other networks and a technical group, which develop indicators in other areas.

The set of indicators includes measures of student enrollment and achievement, labor force participation, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is a report entitled, *Education at a Glance* (EAG). *EAG* was first released in September 1992. An analytical volume was added to the series in 1996, and the two volumes continue to be released annually. These indicators are under continuous refinement, and additional indicators are being developed for future editions of the report.

Major Publications

Education in States and Nations: Indicators Comparing U.S. States with Other Industrialized Countries in 1991 (July 1996)

Education Indicators: An International Perspective (December 1996)

International Education Indicators: A Time Series Perspective 1985–1995 (February 2000)

Elementary and Secondary Education: An International Perspective (April 2000)

Education at a Glance: OECD Indicators (2000)

Investing in Education: Analysis of the 1999 World Education Indicators (February 2000)

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Plans for International Education Statistics

NCES is working with its international partners to develop and implement a set of regular international assessments and surveys in three different subject areas, at three grade levels. Under the auspices of the IEA and OECD, NCES is planning for the following international education studies beyond the year 2000:

- ***PIRLS:*** PIRLS data in the United States will be collected in spring 2001, with the next international data collection 4 years later, in 2005. PIRLS focuses on the reading literacy of 9-year-olds.
- ***TIMSS–R:*** The United States collected data in spring 1999 for the TIMSS–R study. The next cycle of data collection is planned 4 years later, in 2003, with a focus on 8th-grade students.
- ***PISA:*** In the United States, PISA data were collected in spring 2000, with a focus on the reading literacy of 15-year-olds. PISA is scheduled to collect data every 3 years, with a different subject area focus each time. In 2003, the focus will be on mathematical literacy, and in 2006, on scientific literacy.
- ***ALL:*** In collaboration with Statistics Canada, NCES is participating in the development and implementation of an adult household study of life skills. The ALL project will build on the earlier International Adult Literacy Study to include additional components. Currently, full-scale data collection is planned for the first and second quarters of 2002.

In addition, NCES will continue its collaboration with foreign governments and agencies towards the development of international education indicators. In addition to the World Education Indicators Project—a joint program of OECD and UNESCO that gathers INES data from non-OECD countries—and INES, NCES is working with governments, organizations, and universities in the Western Hemisphere to develop an Indicators of the Americas program.

Table 6.—Data Collection Calendar for International Statistics

Surveys	Year of Data Collection								
	1999	2000	2001	2002	2003	2004	2005	2006	2007
TIMSS	x				x				x
CivEd Study	x								
PISA		x			x			x	
PIRLS			x				x		
ALL				x					

8. VOCATIONAL EDUCATION

The National Center for Education Statistics (NCES) Data on Vocational Education (DOVE) system derives data about vocational education primarily from existing NCES surveys. Some of the most informative data in the DOVE system are high school student transcript data. In comparison to reports from states that categorize students as vocational using different definitions, high school transcripts indicate how many vocational education credits students earn. These data allow researchers to identify students who take different amounts and types of vocational education courses, and to examine the relationship between academic and vocational course taking. This method of obtaining data provides a more accurate and complete picture of participation in vocational education than can be obtained by any other means. The DOVE system also uses data from NCES longitudinal studies to examine the economic outcomes associated with participation in vocational education. DOVE is supplemented with data from other federal sources, including the Bureau of Labor Statistics (National Longitudinal Survey of Youth) and the Census Bureau (Survey of Income and Program Participation and Current Population Survey).

Data Uses

The primary use of the DOVE system is to report on the status of vocational education. NCES has published several reports on vocational education topics, including student participation, staff characteristics, and international comparisons of vocational education systems. These publications include *Vocational Education in the United States: Toward the Year 2000*, the most recent NCES publication that synthesizes vocational education data at the secondary and postsecondary levels. In addition, the DOVE system is a primary data source for the National Assessment of Vocational Education (NAVE), a periodic, congressionally mandated evaluation of federal vocational education programs. For example, the current NAVE is using student transcript data collected between 1982 and 1998 to examine changes in the nature of the vocational and academic curricula that students pursue.

Listed below are the primary databases and components that are used by NCES for the analysis of vocational education issues. Only brief summaries of the surveys of interest are presented in this chapter. If a more complete description of a survey or component is needed, please refer to the appropriate chapter within this publication. The surveys are grouped by category: secondary, postsecondary and adult, and longitudinal studies.

Components

SECONDARY STUDIES

High School Transcript Studies—Complete high school transcripts, including courses taken, grades, and credits earned, in addition to student characteristics. The 1987, 1990, 1994, 1998, and 2000 studies are linked to the National Assessment of Educational Progress. The 1982 study is linked to High School and Beyond. The 1992 study is linked to the National Education Longitudinal Study of 1988 (NELS:88).

Schools and Staffing Survey—Data from the 1987–88, 1990–91, 1993–94, and 1999–2000 Teacher Questionnaire, School Administrator Questionnaire, School Questionnaire, and School District Questionnaire.

Postsecondary and Adult Studies

Integrated Postsecondary Education Data System—Annual data from the Completion, Institutional Characteristics, Fall Enrollment, and Fall Enrollments in Occupationally Specific Programs components.

National Postsecondary Student Aid Study—Data from the 1987, 1990, 1993, 1996, and 2000 Student Record and Student Telephone Interview.

Adult Education Survey of the National Household Education Survey—Data from the 1991, 1995, and 1999 NHES Adult Education Surveys.

Longitudinal Studies

National Longitudinal Survey of 1972—Data from the base-year survey and follow-up surveys in 1973, 1974, 1976, 1979, and 1986.

HS&B—Data from the 1980 base-year Student, School, and Parent Questionnaires, and from follow-up surveys in 1982, 1984, 1986, and 1992.

NELS:88—Data from the base-year questionnaires and follow-up surveys in 1990, 1992, 1994, and 2000, including transcript data in 1992.

Beginning Postsecondary Students Longitudinal Study (BPS)—Data from the 1990 base-year NPSAS and its BPS follow-up surveys in 1992 and 1994, and from the 1996 base-year NPSAS and its BPS follow-up surveys in 1998 and 2001 (forthcoming).

Major Publications

Vocational Education in the United States: 1969-1990 (April 1992)

Trends in Participation in Secondary Vocational Education: 1982–92 (April 1996)

Vocational Education in the United States: The Early 1990s (November 1996)

Vocational Education in the United States: Toward the Year 2000 (January 2000)

Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999 (February 2000)

Further information on vocational education may be obtained from:

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9. LIBRARIES

Libraries represent an educational resource that is available to individuals regardless of age, social status, or educational background. In an effort to provide more complete information on this aspect of the education spectrum, the National Center for Education Statistics (NCES) initiated a formal Library Statistics Program in 1989. The first library survey was begun, however, in 1966 with the fielding of the Academic Libraries Survey as part of the Higher Education General Information Survey. This survey was fielded because an academic library was considered an essential component of a higher education institution, and the resource that an institution's library represented helped in some ways to define the quality of that institution.

The first survey under the auspices of the Library Statistics Program (1989) focused on public libraries. The initiation of the survey responded to a congressional mandate for NCES to establish a cooperative system for public library data. In fact, the Public Libraries Survey is the product of a cooperative effort among state library agencies, NCES, and the National Commission on Libraries and Information Science. In addition to the Academic Libraries Survey and the Public Libraries Survey, the Library Statistics Program has developed and implemented two additional library surveys: the School Library Media Centers Survey and State Library Agencies Survey.

Data Uses

Except for the School Library Media Centers Survey, each of the library surveys is a universe survey, and the data files resulting from these surveys can be used as a framework to develop samples of libraries for additional surveys by NCES, other agencies, or researchers. The data resulting from these surveys provide important information on monetary, human, and educational resources and services.

Some of the descriptive information provided by the library survey data include staffing levels and size and content of the collections in libraries, populations served by the libraries, the number of items per year that libraries circulate, library expenditures, and the extent of public library services.

The four library surveys provide the only current, national, and descriptive data on the status of libraries. They are used by professional associations, local practitioners, and federal, state, and local officials for planning, evaluation, and policymaking. These data are also available to researchers and educators to analyze the state of the art of librarianship and to improve its practice.

In addition to the periodic surveys of libraries, NCES has carried out some sample surveys related to public libraries—both to assess the feasibility of incorporating certain items into its universe surveys and to obtain information that addresses more specific issues. For example, in 1993, NCES conducted a survey of public library services to children and young adults using the Fast Response Survey System (FRSS). Several items on the extent of children's services were added to the Public Libraries Survey in 1995 based on the results of this FRSS survey. NCES also collected information from households about frequency of use and the purposes for which households use public libraries through the National Household Education Survey in 1996. This usage information can be extremely helpful for policymakers setting priorities for libraries in relation to demands for

other public services. Having additional information on how individuals actually use libraries provides practitioners important insights on ways to serve their customers better.

Studies

Public Libraries Survey

Nationwide public library statistics are collected and disseminated annually through the Federal-State Cooperative System (FSCS) for public library data. Descriptive statistics are collected on nearly 9,000 public libraries.

Preparing for its 12th year of electronic data collection, FSCS is an example of the synergy that can result from combining federal-state cooperation with state-of-the-art technology. FSCS was the first national NCES data collection in which the respondents supplied the information electronically, and in which data were also edited and tabulated completely in machine-readable form. This software has been cost effective and has improved data quality.

Design

Data are collected for nearly 9,000 public libraries identified by state library agencies in the 50 states and the District of Columbia. Beginning in 1993, the following outlying areas joined FSCS: Guam, Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. At the state level and in the outlying areas, FSCS is administered by State Data Coordinators, appointed by each state or outlying area's chief officer of the state library agency. The State Data Coordinator collects the requested data from local public libraries and submits these data to NCES. Data are available for individual public libraries and are also aggregated to state and national levels. NCES also developed the first comprehensive public library universe file. This automated file is updated annually. It includes identifying information on all known public libraries (including their service outlets). This resource is now available for use in drawing samples for special surveys on such topics as literacy, access for the disabled, library construction, and the like.

An annual training conference sponsored by NCES is provided for State Data Coordinators. A steering committee representing State Data Coordinators and other public library constituents is active in the development of new data elements and software for the Public Libraries Survey. Technical assistance to states and outlying areas is provided by phone and in person by the FSCS Steering Committee and NCES staff and contractors.

Components

Identifying Information about Individual Public Libraries and their Outlets—Identifying data are collected for each public library and public service outlet. These data include street address, city, county, zip code, and telephone number.

Data about Public Libraries—Includes service measures, such as reference transactions, public service hours, interlibrary loans, circulation, library visits, children's program attendance, and circulation of children's materials. The survey also includes information about the size of the

collection, staffing, operating income and expenditures, type of legal basis, type of interlibrary relationship, type of geographic boundary, type of administrative structure, and the number and type of public library service outlets. Recently added electronic technology data items include operating expenditures for library materials in electronic format, operating expenditures for electronic access, number of library materials in electronic format, access to electronic services, access to the Internet, Internet use code, number of Internet terminals, and number of users of electronic resources in a typical week. A question—"Does this public library meet all the criteria of the FSCS public library definition?"—has also been added.

Data about Public Library Service Outlets—Includes number and types of outlets, the location of public library service outlets relative to a metropolitan area, number of books-by-mail outlets, number of bookmobiles by bookmobile outlet, and Web addresses.

The Public Library Locator tool was released on the Library Statistics Program Web Site in 2000. This tool enables users to locate data about a library or a public library service outlet in instances where they know some but not all the identifying information about the library. For example, if one knows the city the library is in, but not its name, one will still be able to locate the library and obtain most of the available FSCS data about it, including identifying information, organizational characteristics, services, staffing, size of collection, and income and expenditures. This tool can be accessed (http://nces.ed.gov/surveys/libraries/liblocator).

In 1998, NCES and the National Institute on Postsecondary Education, Libraries, and Lifelong Learning published *How Does Your Library Compare?* by Keri Bassman of the U.S. Department of Education. This Statistics in Brief categorized the nearly 9,000 public libraries in the fiscal year 1995 data set into peer groups (based on the population of the legal service area and total operating expenditures) to control for variability in library size. Once libraries were assigned to peer groups based on these two variables, comparisons of service performance were made. Service performance was defined in terms of five input variables (public library service hours per year, total librarians, total ALA–MLS librarians, total number of subscriptions, and total number of books and serials) and seven output variables (library visits per capita, children's program attendance, circulation of children's materials, interlibrary loans received per 1,000 population, interlibrary loans provided, total per capita reference transactions, and total per capita circulation).

Building on Keri Bassman's work, the Library Statistics Program has also released a Web-based peer comparison tool on the Library Statistics Program Web Site (*http://nces.ed.gov/surveys/libraries/publicpeer*). Using this tool, a customer can first select a data year and a library of interest. Next, the user can search for a peer group by selecting key characteristics to define the library, such as total operating expenditures, circulation per capita, etc. Finally, the user can view customized reports comparing the library of interest and its peers. These reports include bar charts, pie charts, rankings, data reports, and address/telephone reports. In addition, one can view reports on FSCS data for individual public libraries. This tool also features a tutorial, and a basic and advanced search feature.

The American Institutes for Research has completed a project to develop two indices of inflation for public libraries—a cost-input index and a cost-of-services index. NCES published a report of the project in 1999. The report presents and compares two approaches to measuring inflation for public libraries. One approach is based on a fixed-market-basket of the prices of library inputs, which yields a public library cost-input index. The other approach is based on an econometric model of library

services and costs, which yields a public library cost-of-services index. Inflation rates derived from the cost-of-services model show lower average annual rates of inflation than those derived using the fixed-market-basket approach.

Major Publications

Finance Data in the Public Library Statistics Program: Definitions, Internal Consistency, and Comparisons to Secondary Sources (April 1995)

Staffing Data in the Public Library Statistics Program: Definitions, Internal Consistency, and Comparisons to Secondary Sources (August 1995)

Statistical Analysis Report: Services and Resources for Children and Young Adults in Public Libraries (September 1995)

Public Library Structure and Organization in the United States (March 1996)

Statistics in Brief: Use of Public Library Services by Households in the United States: 1996 (March 1997)

Public Libraries in the United States: FY 1994 (May 1997)

Public Libraries in the United States: FY 1995 (August 1998)

How Does Your Public Library Compare? Service Performance of Peer Groups (September 1998)

Public Libraries in the United States: FY 1996 (February 1999)

Public Libraries in the United States: FY 1997 (June 2000)

Data Files

Public Library Data File, 1994 (June 1997)

Public Library Data File, 1995 (June 1998)

Public Library Data File, 1996 (July 1999)

Public Library Data File, 1997 (July 2000)

Further information on the Public Libraries Survey may be found on the Internet (*http://nces.ed.gov/surveys/libraries/public.html*). For further information on the Public Libraries Survey, contact:

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Academic Libraries Survey

NCES surveyed academic libraries on a 3-year cycle between 1966 and 1988. Since 1988, the Academic Libraries Survey (ALS) has been on a 2-year cycle. ALS provides data on about 3,500 academic libraries. In aggregate, these data provide an overview of the status of academic libraries nationally and by state.

ALS data provide information for policymakers and researchers on trends in total operating expenditures on academic libraries, services available to students, and adoption of new technologies, such as giving students and researchers electronic access to bibliographic information. The survey also provides information on the staffing of academic libraries.

Design

The survey collects data on the libraries in the entire universe of accredited higher education institutions and on the libraries in nonaccredited institutions with a program of 4 years or more. ALS produces descriptive statistics on academic libraries in postsecondary institutions in the 50 states, the District of Columbia, and outlying areas.

NCES has developed a software package for states to use in submitting ALS data to NCES; 46 states used it in 1996. Like the FSCS for public library data, ALS has an advisory committee. A librarian in each state helps coordinators collect, edit, and submit ALS data to NCES. In 2000, ALS data were collected using an Internet Web-based data collection application.

Component

Academic Libraries Survey—Total operating expenditures, full-time-equivalent library staff, service outlets, total volumes held at the end of the fiscal year, circulation, interlibrary loans, public service hours, patron count, and reference transactions per typical week.

Major Publications

The Status of Academic Libraries in the United States: Results from the 1990 and 1992 Academic Libraries Surveys (June 1997)

Academic Libraries: 1994 (March 1998)

The Status of Academic Libraries in the U.S.: Results from the 1994 Academic Libraries Survey with Historical Comparison (September 1998)

Academic Libraries: 1996 (January 2000)

Data Files

Preliminary Academic Libraries 1994 Data File, on Web Site (April 1996)

Preliminary Academic Libraries 1996 Data File, on Web Site (November 1997)

Further information on ALS may be found on the Internet (http://nces.ed.gov/surveys/libraries/academic.html). For more information on ALS, contact:

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School Library Statistics

The last national survey exclusively of school library media centers was conducted in school year 1985–86. NCES now asks questions on libraries in public and private elementary and secondary schools as part of the Schools and Staffing Survey (SASS) (see chapter 3). These data provide a national picture of school library collections, expenditures, technology, and services. This information can be used by federal, state, and local policymakers and practitioners in assessing the status of school library-media centers in the United States. For the first time, the information will contribute to the assessment of the federal role in supporting school libraries. The School Media Specialist-Librarian Questionnaire provided a national profile of the school library-media specialist workforce.

Design

Information on school libraries has been collected from a sample of public and private elementary and secondary schools in SASS. A few questions on school libraries were included in the 1990–91 SASS questionnaires. In addition, new questionnaires for school library-media centers and on school library-media specialists were field-tested in the 1990–91 SASS for implementation in the 1993–94 SASS.

These questions were used in school year 1993–94 for a sample of about 7,600 public and private elementary and secondary schools. The School Library-Media Center Questionnaire was designed to provide a national picture of school library-media center facilities, collections, equipment, technology, staffing, income, expenditures, and services. The School Media Specialist-Librarian Questionnaire was designed to profile the school library-media specialist workforce, including demographic characteristics, academic background, workload, career histories and plans, compensation, and perceptions of the school media specialist profession and workplace. The next survey of school library-media centers was conducted during the 1999–2000 school year.

Components

1990–91 SASS: ITEMS ON SCHOOL LIBRARIES

School Questionnaire—Number of students served, and number of professional staff and aides.

Teacher Demand and Shortage Questionnaire—At the school district-level, number of full-time-equivalent librarians-media specialists, vacant positions, abolished positions, and approved positions.

School Administrator Questionnaire—Amount of librarian input in establishing curriculum.

1993–94 SASS

School Library-Media Center Questionnaire—Library media center facilities, collections, equipment, technology, staffing, income, expenditures, and services.

School Media Specialist-Librarian Questionnaire—Academic background, workload, career histories and plans, compensation, and perceptions of the school library-media specialist profession and workplace.

Major Publications

School Library Media Centers (February 1998)

School Library Media Centers in the U.S.: 1993–94 (August 1998)

Evaluation of Definitions and Analysis of Comparative Data for the School Library Statistics Program (September 1998)

Further information on the School Library-Media Center Survey may be found on the Internet (http://nces.ed.gov/surveys/libraries/school.html), or by contacting:

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State Library Agencies Survey

NCES surveys state library agencies annually. The first year of data collection was for fiscal year 1994. The State Library Agencies (STLA) Survey is the product of a cooperative effort between the chief officers of STLAs, the U.S. National Commission on Libraries and Information Science, and NCES.

STLAs are the official agencies designated in federal and state law with the administration of funds authorized by the Library Services and Technology Act (P.L. 104–208). STLAs are receiving increasingly broader legislative mandates affecting libraries of all types in the state (i.e., public, academic, school, special, and library systems). The STLA Survey provides policymakers and researchers with basic descriptive data on STLA services to all types of libraries in the states. In particular, the public library data collected by the STLA Survey, when added to the data collected by the NCES Public Libraries Survey, will help complete the national picture of public library service.

Design

The survey collects data on STLAs in the 50 states and the District of Columbia. The data are collected electronically to reduce respondent burden and improve data quality. NCES releases the data file and an annual E.D. TABS publication on STLAs containing descriptive statistics from the survey.

Component

STLA Survey—Governance, number and types of service outlets, type and size of collections, public service hours, library service and development transactions, services to libraries and systems, electronic services and information, allied operations, staff, and income and expenditures.

Major Publications

State Library Agencies, Fiscal Year 1996 (June 1998)

State Library Agencies, Fiscal Year 1997 (March 1997)

State Library Agencies, Fiscal Year 1998 (February 2000)

Further information on the STLA Survey may be found on the Internet (http://nces.ed.gov/surveys/libraries/sla.html). For more information on the STLA Survey, contact:

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Plans for the Public Libraries Statistics Survey

NCES has also fostered the use and analysis of FSCS data. A Data Use Subcommittee of the FSCS Steering Committee has been addressing the analysis, dissemination, and use of FSCS data. Several analytical projects recommended by this committee are underway.

A trend analysis report for FY 1992–96 is being prepared on 24 key variables from the Public Libraries Survey. As part of this project, FY 1992–94 Public Libraries Survey data that have been

imputed for nonresponding libraries were released on the Library Statistics Program Web Site in spring 2000 (FY 1995–96 have already been imputed).

A fast response survey on the topic of public library programming for adults, including adults at risk, is underway. The questionnaire covers programming for adult literacy instruction, family literacy, workplace literacy, adults with physical disabilities, limited-English-speaking adults, homeless adults, homebound adults, the elderly, adult prisoners, and parents. The survey also asks about programming for using and finding information on the Internet. An advisory group was convened in spring 1999 to make recommendations concerning the project. The questionnaire was fielded in spring 2000, with results now available. NCES; the National Institute on Postsecondary Education, Libraries and Lifelong Learning (PLLI); and the National Library of Education are supporting and/or working on this project.

Plans for Crosscutting Activities

The Library Statistics Program also sponsors activities that cut across all types of libraries. For example, NCES sponsors the attendance of librarians from all sectors at NCES training opportunities, such as the semiannual Cooperative System Fellows Program.

In 2001, NCES is continuing to enhance its Web Site. Additional publications are being made available in PDF format for ease in downloading. In addition, a library locator has been developed for the Academic Libraries Survey. NCES is also developing Web-based peer analysis tools for the Academic Libraries Survey and the State Library Agencies Survey. Customer feedback mechanisms will be essential to improving the quality of these products over time and will be built into the tools.

In the future, NCES also hopes to work with constituent groups from all the surveys in planning an expanded library statistics cooperative. The goal is to facilitate work on crosscutting issues, without interfering with the ability of existing constituent groups to continue their work on individual surveys. Ideas include expanding participation to add local practitioners, experts from allied professions such as publishing and technology, more data users, and possibly the media. One advantage of an expanded cooperative will be the opportunity to address crosscutting policy issues, identify and address data gaps, and encourage participation by diverse groups and all levels of government.

Table 7.—Data Collection Calendar for Library Statistics Program

Surveys	Year of Data Collection										
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Public Libraries	x	x	x	x	x	x	x	x	x	x	x
Academic Libraries	x		x		x		x		x		x
School Libraries-Media Centers (SASS)					x						x
State Library Agencies					x	x	x	x	x	x	x

10. General Publications of NCES

The National Center for Education Statistics (NCES) annually produces three major publications designed for general audiences: *The Condition of Education*, *Digest of Education Statistics*, and *Projections of Education Statistics*. In addition, NCES produces the *Education Statistics Quarterly*, which provides an overview of NCES work four times a year. These publications present statistics on a wide array of education topics. They are used in diverse ways by policymakers, researchers, and the general public. NCES produces other publications that draw upon a variety of data sources, such as *Trends in Educational Equity of Girls and Women*.

The Condition of Education

NCES gathers and publishes information on the status and progress of education in the United States. The congressional authorization for these activities (with antecedents to 1867) states that the purpose of NCES is to collect collate, and report "...statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education" Section 402 (b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001). In 1975, *The Condition of Education* was created in response to a similar earlier mandate. The publication presents in a single volume an overview of the condition of education in the United States. The format of *The Condition of Education* is designed to present statistical information in an accessible manner for a general audience. By analyzing statistical studies and data, this publication investigates the context, resources, and performance of education in this country.

In the late 1980s, *The Condition of Education* became an indicators publication that synthesizes data on a select number of education topics of current interest and concern. Although not all possible indicators are published in a given edition, 60 indicators are presented in each year's report. They are divided into five sections:

- learner outcomes;
- quality of education environments (elementary/secondary);
- quality of education environments (postsecondary);
- social support for learning; and
- educational participation and progress.

Supplemental tables and notes are also included. The indicators include a basic core that can be repeated with updated information every year, supplemented by a more limited set of indicators based on periodic or onetime studies. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education at the time, but tempered by the availability of current and valid information.

The concept of education indicators has gained the attention of the U.S. Congress, national organizations, states, and localities. To assist NCES in conceptualizing and developing a set of education indicators useful to policymakers and researchers, Congress mandated that NCES convene

a special study panel of experts to "make recommendations concerning the determination of education indicators for study." The report of this panel, titled *Education Counts: An Indicator System to Monitor the Nation's Educational Health*, was submitted to Congress in September 1991. In line with the recommendations of that panel, NCES has published overviews of the available data for indicator reporting in two publications: *Education and the Economy: An Indicators Report* (April 1997) and *Monitoring School Quality: An Indicators Report* (December 2000).

The utility of *The Condition of Education* should continue to increase as more high-quality data become available, especially as new time series can be constructed. Elementary and secondary education data will be enhanced by revisions in the basic data collected about public schools in the Common Core of Data and about private schools from the Private School Survey. The Schools and Staffing Survey and the National Household Education Survey contribute substantially to elementary and secondary education indicators. Assessment data have been enhanced by the National Assessment of Adult Literacy, the Third International Math and Science Study, and expansion of the National Assessment of Educational Progress Trial State Assessment Program to include science and reading in addition to mathematics, and grade four in addition to grade eight (see chapter 5).

An electronic version of *The Condition of Education* is available on the NCES Web Site (http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=condition). Short excerpts of *The Condition of Education* have also been published as separate topical reports, addressing such issues as the social context of education and women in mathematics and science.

Major Publications

The Pocket Condition of Education, 1999 (November 1999)

The Condition of Education 2000 (June 2000)

Recent editions of *The Condition of Education* can be found on the Internet (*http://nces.ed.gov/pubsearch/majorpub.asp*). For more information on *The Condition of Education*, contact:

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Digest of Education Statistics

The *Digest of Education Statistics* is the primary resource publication on education statistics. It contains a wealth of information on all levels of education, from preprimary through graduate education. This reference volume is intended for use by researchers, policy analysts, businesses, students, educators, the media, and the general public. The *Digest of Education Statistics* has expanded through its long history as NCES has pursued a policy of continuous development without sacrificing important trend information.

The development of the *Digest of Education Statistics* occurred over an extended period of time. For 40 years, from 1916–18 to 1956–58, the statistical component of the Office of Education (the predecessor of the U.S. Department of Education) prepared and published the *Biennial Survey of Education in the United States*. Most of the important data collected by the Office of Education was placed in this report, which was a resource used by researchers, planners, and others interested in the field of education statistics. The publication was discontinued in 1958, but the need for a document summarizing the various types of data collected by the Office of Education continued. Thus, in 1962, the first edition of the *Digest of Education Statistics* was issued.

The 2000 *Digest of Education Statistics* is the 35th in this series of publications. (The *Digest of Education Statistics* has been issued annually except for combined editions for the years 1977–78, 1983–84, and 1985–86.) Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from preprimary through graduate school. The *Digest of Education Statistics* includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by NCES. It contains a considerable amount of material tabulated exclusively for the publication, such as summaries of federal funds for education and detailed tabulations on degrees conferred by colleges and universities. The publication contains information on schools, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international comparisons of education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides the background for evaluating education data.

The *Digest of Education Statistics* is divided into seven chapters:

- All Levels of Education;
- Elementary and Secondary Education;
- Postsecondary Education;
- Federal Programs for Education and Related Activities;
- Outcomes of Education;
- International Comparisons of Education; and
- Libraries and Educational Technology.

To qualify for inclusion in this publication, material must be nationwide in scope, of high quality, and of current interest and value. The introductory sections supplement the tabular materials in chapters 1 through 7 by providing brief overviews of current trends in American education. Each chapter contains an introduction to the statistical materials describing that sector of education, as well as a brief discussion of the most significant data in the chapter. Charts are provided to further illuminate important data.

Recently, NCES has begun a program to make the *Digest of Education Statistics* even more comprehensive. To make data analysis more convenient, an Internet version has been developed. The data are also available through the Encyclopedia of ED Stats Web Site, which enables users to search for and retrieve specific data. NCES has also created the *Mini-Digest* to make basic education statistics available in a pocket-sized booklet. The *Mini-Digest*, which has been published in Spanish, includes statistics on enrollments, expenditures, faculty, degrees, and population characteristics in an abbreviated form.

The *Digest of Education Statistics* is designed for clarity, consistency, and comparability. High value is placed on the major recurring surveys with the objective of providing national- and state-level data that researchers and policymakers can use to measure changes over time. The *Digest* is intended to preserve the major series of education statistics originating with NCES and elsewhere, and to make them readily available to a wide audience of users.

Major Publications

120 Years of American Education: A Statistical Portrait (January 1993)

Historically Black Colleges and Universities, 1976–94 (July 1996)

Youth Indicators, 1996 (September 1997)

State Comparisons of Education Statistics, 1969–70 to 1996–97 (November 1998)

Trends in Educational Equity of Girls and Women (April 2000)

Mini-Digest of Education Statistics, 1999 (July 2000)

Federal Support for Education, Fiscal Years 1980–2000 (August 2000)

Digest of Education Statistics, 2000 (February 2001)

Recent editions of the *Digest of Education Statistics* can be found on the Internet (*http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=digest*). For more information on the *Digest of Education Statistics*, contact:

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Projections of Education Statistics

NCES is the official federal source of education projections in the areas of enrollments, graduates and earned degrees conferred, instructional staff, and expenditures in elementary and secondary schools and institutions of higher education. The principal publication dealing with projections, *Projections of Education Statistics*, provides national statistics about elementary and secondary schools and institutions of higher education. Included are data on enrollments, graduates, degrees, classroom teachers, and expenditures for the past 15 years, and projections for the next 12 years. The report also features state-level projections of public school enrollment and high school graduates. In addition, the report also contains a methodology section that describes models and assumptions used to develop these projections. Most of the projections are based on three alternative sets of assumptions. Although the middle alternative is the preferred set of projections, the other (high and low) alternatives provide a range of possible outcomes.

A summary of these projections is available in a pocket-sized folder called *Pocket Projections*. This brochure is a quick reference for projections of key education statistics. The information provided in the report is used by researchers and policy planners in education and related areas. Projections are targeted for individuals in business, industry, government, the media, and education whose work requires information on future developments and trends affecting American education.

Major Publications

Pocket Projections of Education Statistics to 2009 (September 1999)

Projections of Education Statistics to 2010 (August 2000)

Recent editions of *Projections of Education Statistics* can be found on the Internet (*http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=projections*). For more information on *Projections of Education Statistics* and projection methodology, contact:

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The Education Statistics Quarterly

Objective, high-quality statistics are crucial for informed decisionmaking about education—whether at the national, state, local, institutional, or family level. NCES developed the *Education Statistics Quarterly* as part of an overall effort to make reliable data on education more accessible to a variety of audiences. The first issue was published in April 1999.

Each issue provides a comprehensive overview of all NCES publications and data products released each quarter. Published four times a year, each 100-page-plus issue contains:

- a table of contents that provides brief descriptions of each article;
- very short NCES reports in their entirety;
- summaries of longer NCES reports (intended to be accessible to a broad audience that includes less technically oriented readers);
- boxed information that steers interested readers to full technical details (which are only a click away in the Web version);
- short descriptions of other NCES products, such as data releases, handbooks, and manuals;
- notices about training and funding opportunities from all divisions of NCES; and
- an annual comprehensive index (published in the winter issue) of all NCES publications and data products by topic and keyword, as well as by author and NCES contact.

In addition, each issue includes a featured topic, with two independent commentaries written by respected experts in the education research and policy communities. These independent perspectives on policy and data issues are intended to stimulate ideas and discussion in the field of education statistics. In each issue, the first of the two invited commentaries typically focuses on important policy implications of an NCES data set. The second commentary generally focuses more on data and measurement issues, including the strengths and limitations of the data currently available, as well as actual or desirable plans for future surveys or analyses.

The *Education Statistics Quarterly* is designed to make information from NCES readily available to a wide variety of users in an attractive and user-friendly format. By regularly distributing a compilation of short and summary pieces covering work done across all parts of the agency over a 3-month period, along with independent commentaries, NCES hopes to increase the visibility and usability of reliable education statistics.

Major Publication

The *Education Statistics Quarterly* (published in spring, summer, fall, and winter)

Recent editions of the *Education Statistics Quarterly* can be found on the Internet (*http://nces.ed.gov/pubsearch/majorpub.asp#quarterly*). For more information on the *Quarterly*, contact:

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